

The **WESTERN SCHOOL JOURNAL**

Noble, Alice A.

— INCORPORATING —

*A Bulletin of the Department of Education for Manitoba
A Bulletin of the Manitoba Educational Association*

*G. E. Parton
Secretary*

CHIMES

Brief, on a flying night,
From the shaken tower,
A flock of bells take flight,
And go with the hour.
Like birds from the cote to the gales,
Abrupt—O hark!
A fleet of bells set sails
And go in the dark.
Sudden the cold airs swing.
Alone, aloud,
A verse of bells takes wing
And flies with the cloud.

—Alice Meynell.

Winnipeg, Man.

January, 1928

Vol. XXIII—No. 1

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The Western School Journal

VOLUME XXIII.

NUMBER 1

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The Solitaire



The Passenger Pigeon



The Dodo

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The bird braves the wind, endures the smoke, ignores the crash and uproar, passes heedlessly over all streets save one, over all roofs but that which covers a poor house in a side street; and there, on the landing-board of a little cot nailed beneath the eaves, it alights and struts inside in urgent haste.

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How could you feed little orphan pigeons?

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The Western School Journal

(AUTHORIZED BY POSTMASTER GENERAL, OTTAWA, AS SECOND CLASS MAIL)

Vol. XXIII.

WINNIPEG, JANUARY, 1928

No. 1

Editorial

THE NEW YEAR

The School Journal is glad to wish all its readers a Happy New Year. The secret of happiness is in unselfish devotion to worthy activity. The wish is, therefore, that all teachers in 1928 will be sold to their occupation.

There is much to be done this year as in all years—much for the individual pupils, and much for society.

As for the pupils they must be helped to make the most of their lives. Morally they must learn to be truthful, unselfish, industrious, honorable. Intellectually they must be enriched and furnished into all good work. Physically they must be developed into clean strong manhood and lovely winsome womanhood.

The teaching of the various branches of study is the first means the teacher employs to secure her objective. The teaching of the branches is, however, only the means, not the end. It is a small thing for an individual to be well-informed and "schooled," if he has not quickness of perception, a warm imagination and moral purpose. The school is a place in which pupils should learn in order that they may live. The true test of a school is the measure of life that abounds. In 1928 may life abound in every school in the Province.

Where individual life abounds society will be enriched, for society is

made up of individuals. Yet care should be taken in school to ensure that good will and co-operation which are the guarantee of harmony and peace in society. A good school is like a well conducted happy family, where each member considers the welfare and happiness of others.

The things that bulk largely in school life at times—examinations, home-work, daily drills and grinds—are necessary, but they should not be necessary evils. To pupils and teacher alike everything in school should be welcomed because it is necessary to the unfolding of life. Otherwise it is useless and may be positively harmful. The most useful thing of all, and that is which most gladly welcomed by pupils is good hard work with clearly defined objective. Men and women may like to be lazy but it is not so with normal pupils. If they appear to be lazy the teacher should look to herself, her methods, the home influences, the physical conditions generally, and above all to the nature of the work demanded from children. It is the easiest thing in the world to keep children gladly and busily occupied, if they are made to feel that they are living partners in a great life adventure. May all schools in Manitoba during 1928 be rich in adventure.

THE REVISION COMMITTEE REPORT

The second part of the Report of the Revision Committee has just been issued and will be considered by the Advisory Board at its next meeting. It is a carefully-prepared document and if we mistake not one that will

have rich historical significance. It is the beginning of a new era in education.

The opening section prepared by the chairman, Major Newcombe, is a very fine summing up of the evidence pre-

sented to the Committee by all those who appeared before it. It pronounces in favor of a 6-6-3 or 6-6-4 system of organization, thus making the Junior High School a distinct unit. It is proposed to issue leaving certificates to pupils at the end of Grade IX. and at the end of Grade XI. and possibly also at the end of Grade VI. The advantages of this type of organization are clearly set forth in the report.

Then it is urged that the schools should think primarily of the needs of the 95% who do not go to University rather than of the 5% who complete their education there. This thought runs all through the report. For instance the training in Mathematics, Science, Language, English is today said to be based on the requirement for matriculation rather than on the needs of life. In every department a change is urged.

This conception that school activity and life-activity must be closely related has led the Committee to speak favorably of semi-vocational education. Work in home economics is singled out for special reference, and a hope expressed that as the province develops, provision can be made for some form of technical education, in which the school and labor organizations or industrial organizations may combine.

In the report great stress is laid upon the importance of studies that are not on the "Examinable list"—such studies as music, oral expression, physical

education. It is pointed out that the examination system is largely responsible for the failure of the schools to emphasize these. Suggestions are made for remedying the evil.

The four-year course for the Senior High School was favored by the Committee, but it was agreed by all that the time had not yet arrived for giving effect to a proposal of that nature. Neither in country nor in city was there a willingness to meet the financial burden imposed by a departure of this nature. So the best thing the committee could do was to suggest a modification of the present three-year course.

In this modification the work in English is greatly strengthened, the work in Mathematics lessened (for the average student), while reasonable provision is made for Science, Social Science, Art and Physical Training for all students. Then there are optional studies such as Ancient and Modern Languages, Practical Arts. On the whole it seems to be a pretty wise programme for the student who is to go directly into life from the High School.

The various sub-sections of the report will be commented upon in following issues of the Journal. High School teachers should make themselves familiar with this report for undoubtedly it will be a rough guide to committees that will shape the programme for High Schools.

MARSHALL HALL-JONES

The profession has suffered another loss in the removal of Inspector Hall-Jones. He was one of the oldest members of the inspectoral staff, and known from one end of the province to the other. He was a very vigorous and enthusiastic teacher, always ready to meet problems as if they were to be overcome. As inspector he succeeded in keeping alive the professional spirit in his teachers, and the conventions held in his district were always interesting and profitable. Personally, Mr.

Hall-Jones had many very likeable qualities. He had life-interests outside of teaching that kept him in touch with the world. He was particularly interested in nature study and agriculture, and it was always a treat to speak with him regarding his experiences in gardening. The sympathies of the Journal go out to his two surviving children and to his fellow-inspectors and to the teachers with whom he worked so zealously.

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

Departmental Bulletin

The Journal provided by the Department of Education for the use of the teachers is the property of the school and must be kept in the school library for future reference.

SUMMER SCHOOL FOR TEACHERS AND OTHERS

Copies of the Summer School announcement have been mailed to all schools in the Province. If any teacher has not received a copy one will be forwarded on application to the Secretary of the Summer School Committee, Department of Education.

Several new courses have been added this year. We should like to draw the attention of those interested to the courses in Chemistry III, Psychology II, English IV, History III and History IV. The course in Chemistry III will be given by Dr. Armes. The course in Psychology II will be given by Professor Wright and has been specially adapted to meet the needs of teachers. Students who take this work in Psychology will be granted credit on the First Class Professional examinations and will also secure credit with the University. The course in History III will be given by Professor Harvey, and we have been very fortunate this year in securing Professor Martin for the course in History IV. Teachers who desire courses not listed in the Announcement should advise the Committee at the earliest opportunity. In the event of sufficient applications being received the course will be considered.

It has been felt in the past that while our province has a wealth of local history very few of our students know very much of it. For the special

benefit of those who are teaching History we are offering a special course this year, of eight lectures which will be given two evenings each week during July, by Professor Chester Martin of the University of Manitoba. Professor Martin is recognized as one of the leading authorities on the history of Western Canada and especially the history of Manitoba. We hope every teacher at the Summer School will make a point of attending these lectures.

Particular reference is made here to the special course to be given by Mr. W. J. Sisler, B.A. This course is designed to meet the needs of teachers who have to deal with children who do not speak English as their native tongue. Mr. Sisler is very well fitted to conduct this course. He has had remarkable success in the teaching of English to classes of children and adults whose native tongue is not English and is the author of several text books dealing with this problem. For years Mr. Sisler has had charge of the evening classes in Winnipeg for students who desire to obtain a command of the English language.

Study outlines have been prepared in most subjects. All teachers intending to take work at the Summer School are especially advised to secure these outlines and the texts so that thorough preparation may be made for the course itself.

EXAMINATION CENTRES

Applications of teachers or trustees to get their school on the lists as an examination centre for the regular midsummer examinations must be made before March 1st, 1928. In order to be a grade XI. examination centre the school should be of at least intermediate rank.

Principals and teachers who desire their schools to be specially considered as Grade VIII. examination centres at the coming midsummer examinations should make application to the Registrar, Department of Education, not later than February 15th. Applicants should state the name of their school and Inspector and also the reasons for special consideration.

Any school previously listed as a centre for any Grade or Grades, from Grades VIII. to XI., inclusive, which will not, at the forthcoming midsummer examinations, be able to accommodate candidates from the outside who might find such school their most convenient centre, must notify the Department to this effect not later than March 1st, 1928. Each year we have a number of candidates applying to write at a centre listed, on the application form which would be most convenient for them, and later find out that the school is unable to provide the necessary accommodation. We are asking for this information in order to prevent any such occurrence.

A NEW WORLD

(Reviewed by D. C. Harvey.)

A New World or The League of Nations is the stimulating title of a little booklet published by the League of Nations Society of Canada for use in schools throughout the Dominion. For the price of two packages of chewing gum or two ice-cream cones every boy and girl in Canada may lay the corner-stone of a library that will grow bigger and better day by day as the new world of which it tells takes more definite shape under their hands: for it will depend upon boys and girls of today whether or not this vision of a new world will become a reality.

For some time it has been a problem to find, within small compass, at a nominal price, the necessary information to place in the hands of the youth of Canada. Many volumes have been published on the background of the League, the growth of the international idea, the development of the European states system, the value and scope of arbitration, the nature of sovereignty, and the danger of a super-state; but, apart from the fact that the cost would have been prohibitive, none of these volumes were suitable for this purpose. But, now says the League of Nations

Society "Eureka, here is the open sesame to the new world."

This little volume of 47 pages, as modest in appearance as its anonymous author, is a new world in essence. It contains the sum and substance of many learned volumes and at the same time is as readable as any chapter of a larger work on one phase of the subject. Here will be found: the nature of the League; its organs; its purpose; its varied and far-reaching activities; the problems which it has met successfully and those still to be solved; its foundation in public opinion; and, in addition, the nations of the world, members and non-members, together with Canada's place in the league, and a list of Canadians who have played a part in its formation and operation. Nor are all these phases of a great idea merely catalogued for further investigation. Each aspect of a great idea and a great work is explained in sufficient detail to enable anyone to understand its relation to the general warp and woof of the new action-pattern there embodied for the world.

It is pleasant to reflect that the Department of Education of Manitoba

recommended it immediately for general use in Grade X., that the University students are finding it valuable as an introduction to further study, and that close students of the League since its

inception have stated emphatically that it has been most helpful to them in visualizing a world in pursuit of unity on the principle of give and take which is at the basis of all co-operative effort.

Special Articles

EARLY DEVELOPMENT IN MAPPING

Third of a series of ten articles on Maps and Mapping prepared by R. C. Purser, D.L.S., Topographical Survey, Department of the Interior, Ottawa, under the direction of F. H. Peters, Surveyor General. Each article is complete in itself.

The primitive attempts of man to sketch geographical features left a great deal to be desired. A man's knowledge of geography in those days did not extend much beyond the limits of his own wanderings. If he knew about a country, or a district, or a locality, he knew about it because he had travelled over it.

There was very little in the way of facility for the spread of knowledge; outside, that is, of the spoken word—a spoken word which had a habit of distortion and exaggeration with oft-repeated telling. Man survived through his individual ability to take care of himself. He distrusted those he did not know, a distrust which more often than not showed itself in open combat.

If such a man tried to sketch a bit of country, he could not go beyond the bounds of his own personal knowledge. There was no central agency for the collection of such knowledge and the issue of it as a complete whole. The idea of co-ordinating this material had not yet taken hold. Such sketches, then, were of little moment. They were not scientifically constructed, did not take into consideration the shape of the earth and were not extensive enough in their scope. They did not do much

toward disseminating knowledge of lands and peoples.

When maps, as such, first made their appearance we have no means of telling. The early surveys of the ancient Babylonians, Egyptians, and

A Second-hand Sketch Map



A field officer of the Topographical Survey, Department of the Interior, has asked this old woman, a member of the tribe of Caribou eaters south of Great Slave Lake, for some information regarding a certain river which has never been visited by a white man and which he intends to explore. She is over eighty years old and is the only member of the tribe who ever visited this river, having done so in her youth. She is now blind but is dictating the information to her son who is putting it down in the form of a rough sketch map.

Chinese, carried on many thousands of years before Christ, undoubtedly yielded results in some form or other. But whether these could strictly be called maps is doubtful.

One authority refers to a Babylonian map of the eighth century B.C. as the earliest map of the world. It was carved on stone and indicates the Babylonian view of the world surrounded by the ocean with Babylon, the great city, situated at the top. Inasmuch as the Babylonians by travelling in almost any direction could reach the sea, whether the Caspian, the Black, the Mediterranean, or the Persian gulf, this is probably the origin of an idea which persisted for many centuries and found its way into many lands—namely the idea of a circumfluent ocean. These ancient peoples believed that the inhabited world was bounded on all sides by water, but as to what lay behind the water they were particularly hazy.

Indeed, to many of us the early ideas regarding the size and shape of the world may seem strange. Students and original thinkers, in feeling their way toward the light, had to wade through a maze of conjecture and superstition. They were caught in innumerable eddies, from which they must perforce free themselves before they could advance.

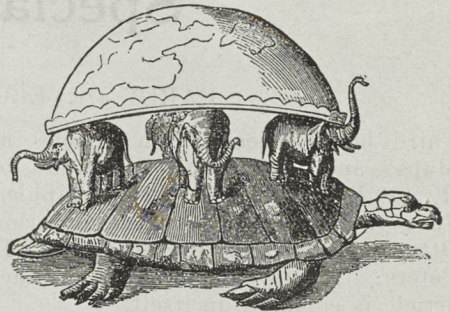
The shape of the world, according to the early Hindus, was like a boat or saucer turned upside down, resting on the heads of four elephants which stood on the back of an immense tortoise. The immense tortoise in turn, rested upon the universal ocean but as for what lay beyond or beneath that, one must not inquire further.

The idea of a positive and material support for the earth is reflected in the Greek myth of Atlas, supporting the world upon his shoulders, and also in the beliefs of certain uncivilized races even to this day. The laws of gravitation and attraction were not yet conceived and so man was hard put to it to explain what lay beyond his immediate knowledge.

Nearly all parts of the world were, of course inhabited but by nations and tribes that had attained various degrees of culture. Each nation and tribe, in turn, knew something of its

Turtle and Hemisphere

(From Gore's Geodesy)



The World According to the Early Hindus

On the back of an immense tortoise stood four elephants who supported on their heads the world, which was like a boat or saucer turned upside down. The immense tortoise, in turn, rested upon the universal ocean.

own territory. Progress in geographical discovery, however, meant bringing the information to the seats of learning on the Mediterranean where it could be assimilated and then given forth to the world. Thus when the Phoenicians, the great traders and sailors of antiquity, ventured through the straits of Gibraltar and traded with the British Isles and even, it is said, circumnavigated Africa, their geographical knowledge was kept to themselves as a trade secret.

The actual invention of map drawing is credited to Anaximander, of Miletus, a Greek, who lived in the sixth century before Christ. His map took in Greece and adjacent countries, extending in the east as far as the Caspian sea which opened out into Oceanus—the favourite circumfluent idea originated by the Babylonians as mentioned above.

Anaximander's map was reconstructed by Hecataeus and in his map (500 B.C.) the Mediterranean sea was shown practically as we know it. Not far back from the shores of this sea, however, the world merged into Oceanus, taken as the bounding limit of geographical knowledge.

The earth as understood by the Greeks at that time, was generally supposed to be a flat oval plane or disc, broader in its east and west direction than in its north and south. To this supposed fact the terms latitude and longitude, which have survived to the present day, owe their origin. The sun passed under the earth plane in the evening to the west, and again appeared to the east the next morning.

The Greeks indeed made remarkable advances in map making. There were many Greek maps and many Greek map-makers. With succeeding generations the bounds of the known world retreated, latitudes and longitudes were made use of and the work

of map making began to take on the aspects of a science.

The Greek epoch in map making culminated with the work of Ptolemy, a native of Egypt who flourished in the second century after Christ. Ptolemy adopted and elaborated upon many of the Greek ideas. He was famous as an astronomer and geographer and his greatest work seems really to have been that of applying the method of determining latitudes and longitudes of points upon the earth's surface as a basis of map construction. The results of his work filled many books with many special maps and included a list of eight thousand places with their latitudes and longitudes.

The researches of this remarkable man, the results of which were left to the world in this monumental work, were long neglected by the Romans and succeeding peoples. But, centuries later, they were destined to exert a most profound effect upon geographical knowledge and discovery.

HOME STUDY COURSES

Due to keen competition in all lines of industry the best jobs naturally go to the men and women who can offer the highest quality of service, whether the ability was acquired in the hard school of experience, the Secondary Schools or the Universities.

It would appear almost hopeless for those who have not had the same early educational advantages to compete successfully with those who have, but there are still opportunities for training, through well arranged home study courses, for those who have a will to win.

There are a number of good correspondence schools which during a period of from twenty-five to forty years, have developed specialized courses which do fit those taking them to occupy better positions, and the Department of Education has made arrangements whereby both the text material and the instructional service

of these companies are made available for any resident of Manitoba at a price that is within the means of any citizen of the Province.

Practically any course offered by these various companies is available, but special attention is being given to those courses which most nearly meet Manitoba conditions and which can be carried on successfully during the winter months when there is less work to do and the evenings are long. Among these are the following:—

- Contracting and Building.
- Architectural Drawing.
- Heating, Plumbing and Ventilating.
- Electrical Work.
- Structural Work.
- Automotive.
- Drafting and Designing.
- Advertising.
- Radio.
- Show-Card Writing.
- Dressmaking.

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Book Reviews

TWO NEW PUBLICATIONS

The Cleanliness Journal, in a pure white cover, printed and issued by Cleanliness Institute of New York (occasionally) is a frank, outspoken publication in favor of cleanliness for health and better living conditions. In the current number is a description of restaurant inspection in Dayton, Ohio, under the title, "All That Glitters is Not Clean, or The Inside of the Cup," while other articles are "School Children learn How All the World Washes," "Home Hygiene," etc. Teachers would be interested in having this little journal on their desks.

Another interesting new publication is "Safety Education," A Magazine of the Good Adventure, published by The Education Division of the National Safety Council at 120 West 42nd St., New York. Such suggestive headings as the following will give you some idea of the field this publication covers—

"No Candles on Our Tree" Prize poster "Sand the Walk" Model Towns in Sand Boxes. "Christmas Candlesticks" "The Homeless Fairy" a Christmas play on Safety First. "A Collie's Christmas."

The magazine is priced at ten cents a copy.

A PEOPLE'S BEST

O. J. Stevenson

This book, published by the Musson Book Company of Toronto (price \$2.00), is a very interestingly written series of sketches of well known Canadians—"A People's Best." Such well known names as John McCrae, Sir Gilbert Parker, Bliss Carman, Agnes C. Laut, Margaret Anglin, Charles G. D. Roberts, Stephen Leacock, Dr. D. C. Scott, Marjorie Pickthall, Marshall Saunders, Julia Arthur, A. S. Vogt, and many others, thirty-one in all,

appear in the index, and the sketches are not cut and dried data, but human documents that make you feel you know something of these people and their lives. Each one has contributed something to Canada, and it is of their best. From some it has been a picture, from some a poem, from some music, or a book of romance. The work is interestingly done and the book might be placed in every Canadian library with advantage.



DEPARTMENT OF THE
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A DISCUSSION OF THE REPORT OF THE SUB-COMMITTEE ON
MATHEMATICS TO THE COMMISSION ON CURRICULUM
REVISION

An M.E.A. Address by A. W. Muldrew
(Continued)

We shall consider briefly the values of school subjects in general and of mathematics in particular in the light of these aims. As a method of discussing this subject we may classify values as direct and indirect.

Recent writers claim a number of fallacies have been made in estimating the direct values of a subject. The following are outlined by Inglis:

(1) The subject makes a great contribution to civilization and hence should be taken by every student. The fact that the contribution is made only through the specialist is lost sight of.

(2) Values of production and consumption are not distinguished. The actual use of the telephone is of direct value to everyone but not the knowledge of its construction.

(3) Certain and contingent values are not distinguished—Some parts of Arithmetic will certainly be used; other parts may or may not.

(4) The whole of a subject is given a direct value whereas only a limited portion may be put into use.

Inglis also gives the following methods of measuring direct values:

(1) What proportion of individuals require direct applications?

(2) What occasions are there when certain knowledge will apply?

(3) What are the nature of the responses called for in life? Are they for use or production?

(4) What are the relations of the particular element to the entire field? Have they an isolated or dependent value?

(5) To what extent does informal education provide training in the elements desired?

(6) What elements bear directly on other elements directly applicable to life? e.g. Algebra and Geometry may apply directly to a course in engineering.

In considering the indirect values, here is a brief statement of Thorndike's view. He admits some influence of school training upon mental traits but he states "a change in one function alters any other only in so far as the two functions have as factors identical elements." Judd's theory is that transfer depends upon the power of generalization. He states that the identical element is contributed by the generalizing mind. The untrained or slow mind may never observe the identical element potentially present. The discovery of the identical element is largely the problem of training.

These two views are somewhat different, but Inglis, says: we are not contradicting either by assuming that the basis of improved efficiency is found in the law of dissociation or generalization. As an example take the number six—This idea in the mind of the child is separated from the objects counted and generalized and used under other conditions. The idea of accuracy, etc., should be developed in the same way.

I can do no more than summarize these points—What is their significance in Mathematics. Mathematics has as **Direct** values (1) General Use. (2) Specific Vocational Use. (3) Prepara-

tion for continued study; and as **Indirect** values. (1) Conceptual values: (a) Number (b) Space. (2) Transfer Values such as reasoning, concentration, imagination, self-reliance, generalization, character, etc.

Mathematics is particularly suited to conscious teaching by the law of dissociation the reasons for its suitability being (1) It offers an extended field for the development of mental traits: (2) the elements are very suitable for manipulation and (3) the materials have been well organized for use in teaching. It is the best of all subjects on account of its certainty. We may be justified in giving Mathematics first place as a means of transferring valuable mental qualities.

While maintaining this view there are certain criticisms made of Mathematics as now organized as a High School subject.

Our report will be proof that we do not concur absolutely in all these criticisms.

(1) Much of the Algebra and Geometry has little direct value and there is but a limited arithmetic field having much direct value.

(2) Too much transfer of training in mode of thought is expected in non-mathematical fields, while little provision is made to foster the generalizing process. Secondary mathematics have been established on the basis of extensive transfer values and then favorable conditions for the process have not always been set up.

(3) Insufficient attention has been paid to the direct values of applied mathematics.

(4) Compulsory Algebra and Geometry does not take into account the individual difference in capacities, interests, and future activities of the pupils.

(5) Little successful work has yet been done in the correlation of mathematics.

(6) The subject has usually received more consideration than the student. Mathematics should be correlated more closely with the pupil's school and home experience—Farm Arithmetic for

the rural teacher; shop arithmetic, algebraic formulae and geometric constructions for certain groups would work in very well.

We shall now read over the report. Keep in mind that mathematics teachers themselves have suggested these modifications. It will be apparent that we are not asking for an unreasonable place for mathematics in the new curriculum. It is to be hoped that this report will not be a signal for undue elimination of mathematics from our High School curriculum. Another point which was discussed by the mathematics club was the necessity for complete outlines to guide the teaching of the subject. When the time comes for the preparation of such outlines in the various subjects there should be the fullest co-operation between the teachers of each subject rather than an attempt by each group to get the lion's share of the time. Though we compromise to a considerable extent to meet the demands arising from changing objectives we have no intention of standing by quietly to watch the spectacle of such a foundational historic, and altogether worth while subject as mathematics being unduly replaced by theoretic subjects designed to develop the highest type of citizen which after all may have very little real weight.

Sources of information:

"Principles of Secondary Education."—Inglis.

"Cardinal Principles of Secondary Education."—Bulletin No. 35—Washington.

"The Junior High School."—Briggs.

"Proceedings of Canadian Educational Association, 1925."

School Census and other statistics from the Winnipeg School Board, etc.

Report of Sub-Committee on Mathematics

Before any subject or part of a subject can rightly have a place in the curriculum of a compulsory course, it must be clear that it makes a contribution to the efficient performance of the

life activities of the average citizen. In outlining the following course in Mathematics, your sub-committee has continually endeavoured to keep this principle before them. The course as outlined is suggested not as the only Mathematics which will be offered to students in the public elementary and high schools, but as all that will be required of pupils who wish to qualify for a High School Leaving Certificate. Further work in Mathematics will be offered as an optional subject to students taking the general leaving course who have sufficient aptitude for the subject to make the study of value to them, and will be required of students wishing to qualify for entrance to Normal School or the University, for the former as a vocational subject and for the latter largely because the University requires it for selective purposes or because it is of definite vocational value in many of the professional courses offered after matriculation.

Notwithstanding this apparent restriction which we have placed on ourselves in determining what Mathematics should be taught to all students, the place still left for the subject in the general curriculum is a large one. Mathematics is related positively to every branch of human activity whether chiefly mental or chiefly manual. No one disputes the utility of the fundamental processes of Arithmetic in the life of every individual. Current periodicals and commercial, industrial and political literature abound in material for the intelligent reading of which at least an elementary knowledge of Algebra is required. Familiarity with the common geometric forms in art, industry and nature and an elementary knowledge of their mensuration are necessary to everybody, and while it is important in the life of the average individual that he should be able to use the results of mathematical study even though he should not be able to develop these results; there is a distinct value in the knowledge of how to arrange concisely and logically the development of an

Algebraic formula or the establishment of a Geometric Theorem.

In the outline below an effort has been made to state in terms of abilities, appreciations, habits, etc., the objectives of the leaving course in Mathematics and to state also the pupil activities necessary to reach these objectives. The course as outlined could be completed in the first nine grades of the public schools followed by a short course in Grade X. in a limited field of Algebra and Demonstrational Geometry for students not proceeding to optional courses in Mathematics at this point.

Educational Objectives of Mathematics

1. Ability to make quickly and accurately such computations with numbers as are necessary in one's ordinary relations in life.

(a) Skill in the four fundamental operations with integers, fractions and decimals.

(b) Ability to apply this skill to concrete situations of practical life.

(c) A progressive increase in the pupil's understanding of the fundamental operations and power to apply them in new situations. The fundamental laws of Algebra are a potent influence in this direction.

(d) Exercise of common sense and judgment in computing from approximate data, familiarity with the effect of small errors in measurements, in determination of the number of figures to be used in computing and to be retained in the result and the like.

(e) The development of self-reliance in the handling of numerical problems through the consistent use of checks on all numerical work.

2. The ability to understand the language of Algebra and to use it readily and intelligently in the expression of such simple quantitative relations as occur in everyday life and in the normal reading of the educated person.

(a) Appreciation of the significance of formulae and ability to work out simple problems by setting up and solving the necessary equations.

(b) Ability to understand and interpret correctly graphical representations of various kinds, such as nowadays abound in popular discussions of current scientific, social, industrial and political problems.

3. Ability to use as tools for ease in computation such mathematical inventions as interest tables, amortization tables, logarithmic tables and the like.

4. Familiarity with the common geometric forms in nature, industry and life; the elementary properties and relations of these forms including their mensuration; the development of space-perception and the exercise of spatial imagination. This involves the acquaintance with such fundamental ideas as congruence and similarity, elementary notions of Plane Trigonometry and with such fundamental facts as those concerning the sum of the angles of a triangle, the pythagorean proposition and the areas and volumes of common geometric forms.

5. The acquisition in precise form of those ideas or concepts in terms of which the quantitative thinking of the world is done. Among these ideas and concepts may be mentioned rates and measurement (lengths, areas, volumes, weights, velocities, and rates in general, etc.,) proportionality and similarity, positive and negative numbers, the dependence of one quantity upon another, and the development of ability to think clearly in terms of such ideas and concepts.

6. The acquisition of such mental habits and attitudes as:

(a) The habit of seeking for relations and their precise expression.

(b) The attitude of enquiry.

(c) A desire to understand, to get at the bottom of a situation.

(d) Concentration and persistence.

(e) A love of precision, accuracy, thoroughness and clearness.

(f) A distaste for vagueness and incompleteness.

(g) A desire for orderly and logical organization as an aid to understanding and memory.

7. Appreciation of the beauty and relation to strength of construction of the geometrical forms of nature, art, industry, etc.

8. An appreciation of mathematics as a body of achievements consisting of all the results that have come in the course of the centuries from the prosecution of mathematics, the truths discovered by it, the doctrines created by it, the influence of these through their application and their beauty upon the advancement of civilization and the weal of man.

Pupil Activities in Mathematics

1. Pupils will take such practice as is necessary to acquire facility and accuracy in dealing with:

(a) The fundamental operations of Arithmetic with integers, fractions in common use and decimals.

(b) Tables of weights and measures in general practical use.

(c) Short cuts in calculation.

(d) Percentage problems of a practical nature.

(e) Commonly used graphs.

(f) Arithmetic of the home: Household accounts, thrift, simple bookkeeping, methods of sending money, parcel post, etc.

(g) Arithmetic of the community: Insurance, taxes, etc.

(g) Arithmetic of investment: Real estate, elementary notions of stocks and bonds, savings banks, buying and selling, etc.

(i) Statistics in common use.

(j) Mathematical Tables. (Interest, logarithms, etc.).

2. In so far as it is necessary for their relations with them in after life in a non-vocational way, pupils will master the **fundamental principles** of the Arithmetic of Trade, Industry, Building, Banking, Corporations, Home Life, Farm Life, Community Life, etc.

3. Pupils will perform such drill and practice as are necessary to the acquisition of skill in the use of formulae, equations, graphs, positive and negative numbers and in such Algebraic operations and manipulations as are required for the ordinary use of these tools in common life.

4. Pupils will practice in the application of the skills mentioned in No. 3 to the Algebraic solution of practical problems of common occurrence in every-day life.

5. Pupils will be made familiar with commonly used geometrical concepts and terms, will learn to recognize the common geometrical figures, will perform the common geometrical constructions with the use of mathematical instruments, and will by intuition or experimental proof or even by acceptance without proof, become familiar with the simpler geometric ideas and relations.

6. Pupils will study geometric forms in nature, architecture, manufacture and industry, in order to appreciate their beauty and their relation to strength of construction.

7. Pupils will learn the use of the common trigonometrical relations in the solution of right-angled triangles, and the application of the trigonometry of the right-angled triangle to

the solution of many practical problems.

8. In order that skills acquired in the study of Arithmetic, Geometry and Algebra may be as mobile as possible, there will be free correlation among these subjects and much application of the principles of each subject to practical problems.

9. Pupils will be given **some** training in demonstrational geometry with emphasis on clearness and logical order of presentation. This will follow intuitive work.

10. Pupils will read the history of mathematics in order that they may become familiar with the achievements which have been made possible through its use. They will read material of various kinds relating to the quantitative aspects of home, community, civic, and national life.

11. Pupils will participate in various school, community, civic and national activities requiring the use of mathematical knowledge.

Elementary

SILENT READING THROUGH THE USE OF FLASH CARDS

The "Yes" and "No" Lesson

Children need instruction in general conduct in everyday life. The following plan shows a few fundamental principles that play an active part in every child's life and may teach them how they should govern themselves:

Printed Cards:—

- Throw paper on the street.
- Keep off people's lawns.
- Keep to the right in passing.
- Waste food.
- Play in the street.
- Mark public buildings.
- Look up and down before crossing the street.
- Take things that do not belong to you.
- Speak the truth.
- Be kind to dumb animals.

Enter people's rooms without knocking.

Quiet manners on the street.

Give people half the side-walk.

Direction:—

Take one sentence at a time. Explain and discuss it fully; illustrate it if possible, as in **KEEP TO THE RIGHT IN PASSING**. Every sentence must be answered by "Yes" or "No" followed by a repetition of the statement; as when the name card bearing the sentence **MARK PUBLIC BUILDINGS** is shown, the child answers "No, you should not mark public buildings" or **KEEP OFF PEOPLE'S LAWNS**, the child answers "Yes, you should keep off people's lawns."

When children become familiar with the printed sentences, flash for quick replies.

The "Parts of the Body" Lesson

Explanation:—

In this sense the pupils are shown cards indicating parts of the body. As the vocabulary word is shown, the child touches the part of the body in question.

Vocabulary:—

head,	foot,	knees,	lower lip
neck,	feet	ears	chest
fingers,	eyes,	stomach,	cheeks,
nose,	hair	upper lip,	temples,
lungs,	heart,	shoulders,	heel
elbow,	arm,	wrist,	spine,
pulse,	back,	hands,	thumbs,
skin,	teeth,	tongue,	nails

Direction:—

After showing one card and explaining to the children what is to be done, introduce a second and possibly a third card. Practice with class as a whole and with individuals until children become familiar with the sight of the words.

Introduce new words gradually, one or two new ones each lesson, being very thorough in the work, so that each child will know each word.

When children know enough words to make it worth while, flash for speed and have child in each case respond by touching the part indicated on the cards.

Game (as a rule individual work is best, but sometimes a game or a race will call forth more interest and more speedy replies):—

Flash the cards in quick succession and have two children respond. Call out at times the name of the child who seems to be first in responding.

Make use of a doll. Have one pupil holding the doll stand before the class. As the cards are flashed the child places his hand on the parts of the doll as designated.

Suggested Blackboard Exercises for Later Work:—

Touch your head with your right hand.

Put one knee across the other knee.

Put one foot across the other foot.

Shake hands with me.

Put your hands opposite your ears.

Put your hand behind your head.

Put your little finger under your chin.

Close your right eye.

Put your heels together.

Put your lips together.

Show me your teeth.

Touch John's right arm.

Touch my left arm.

Lay your fingers across your cheek.

Put your tongue in your cheek.

Bend your head.

Put your hands on your shoulders and run to your seats.

Where is your heart?

Where are your lungs?

Personal History Lesson

Explanation:—

In this lesson the pupil is taught certain general words through their relation to himself.

Vocabulary:—

Name; age; father's name
school; teacher; Street and number or rural route
grade; city; place of birth
telephone number; country; date of birth

Direction:—

The teacher is to elicit the correct reaction and response from each pupil as she shows the cards.

If children are beginners, two words NAME and TEACHER will likely be enough for one lesson. In the next lesson review these and add another card.

The teacher is not expected to devote much time to so few words as these, but instead of introducing many new words and possibly confusing the children it would be well to keep several subjects running at the same time, as "Parts of the Body," "Action Words," etc.

Suggestions for later work with Flash Cards:

Ask me my (school). Train the child to say what school do you attend?

Ask me my (telephone number).

Tell me your (father's name).

Tell your class your (country).
Canada.

Tell Mary your (age).
 Ask me my (street and number).
 Who is your (teacher)?
 What is your (telephone number)?
 Whisper to me your (city).
 Whisper to Jack your (place of birth).

The "Prepositions" Lesson

Explanation:

In this lesson the pupils are taught, by the use of the hands and through other methods indicated the meaning of the prepositions.

Vocabulary:

up,	in	across,	behind,
down,	out,	around,	before,
on,	left,	top,	under,
right,	beside,	bottom,	from,
between,	beneath,	opposite,	outside,
inside,	together.		

Direction:

The children are seated at their desks in order that the teacher may be able to observe the positions of their hands in relation to the desk, in

showing the meaning of the prepositions. After these words are taught, which can best be illustrated by seating the children at the desks, the children are seated "in class" to enable the teacher to see how each pupil responds with relation to objects (such as a chair) placed before or behind them.

Suggested Exercise for later work:

Stand beside me.
 Put your fingers in your pocket.
 Point up, then down.
 Stand opposite the door and clap your hands six times.
 Run around a little chair and then sit on a big chair.
 Stand outside the door, Mary.
 Tell Mary to come inside the room.
 Sit on the table.
 Tell John to walk across the floor.
 Put a little chair in the corner and sit on it.
 Put your hand beneath the chair.
 Stand behind me, before me, beside me.

Rural School Section

SCHOOLS WITH A "LANGUAGE PROBLEM."

(G. W. Bartlett.)

We refer of course to schools where the language prevailing in the community, is other than English. In these schools, the first and most important subject is Conversational English. It is incredible how many teachers attempt to teach pupils to read language of which they understand hardly a word. (First cardinal error.)

There should be at least two conversation lessons daily, with each class. The classification for this purpose will be based on ability to understand English, not on reading, spelling, or number. The following is the best method for beginners:

Teacher points to the bell.

"What is this?"

(No response except looks of stolid non-comprehension.)

"This is a bell. Now, Mike, what is this?"

(No response.) Again the teacher repeats—"This is a bell".

The third or fourth repetition usually gets a response from someone. On no account should the haste to get on with the lesson, lead the teacher to accept a word instead of a full sentence. Word answers will be very long indeed in preparing the pupil to talk English. Much "training" for these schools has produced only inefficiency, by stressing word comprehension rather than sentence expression.

(Avoid this second cardinal error.)

When one brighter or more venturesome pupil is induced to repeat "This is a bell", the remainder soon follow. The teacher must be careful to detect and correct all faulty pronunciation, from the first. It is surprising how quickly the unwary teacher in such communities comes to tolerate the "d"

instead of "th," and "w" for "v." As to the teacher of non-British origin, his life is one constant struggle to avoid such pitfalls, both for himself and his pupils. The sympathetic teacher, noting the difficulty the child has with our idioms, will sometimes adopt the child's phraseology, in hopes of making a number question easier to comprehend: "I went to the store and bought for fifty cents tea;" said one, the other day, little dreaming what difficulties he was piling in his pupils' path, by such compromise.

Returning to our beginners' class, who are now able to say and understand in a measure—"This is a bell,"—we may now present another object and teach them to say "This is a book", and possibly a third, which might be ruler or pencil. Do not wait on non-responsive pupils, some of whom will take several days to find their voices, though their eyes and ears are wide open. Learning and correctly recalling these three sentences will be enough for the first lesson. I would recommend as seatwork, a drawing or modelling exercise based on bell or book, rather than copying the word, just yet. The word "bell," however, might be written beneath.

Next lesson will first recall the three sentences mastered. Then the teacher will say, "Mary, ring the bell." If there is no response, or a wrong one, he tries Metro, and Kadida. Failing with these he takes up the bell. "Watch me ring the bell". This done he repeats, "Mary, ring the bell." Securing the correct response, he allows two or three others to repeat the action. Care should be taken not to give clue by glance or gesture, which would encourage mere guessing.

"Mike, put the bell on the window." If he cannot secure a correct response, he says, "Watch me.—I put the bell on the window."

Then as each pupil correctly performs the required act, the sentence is required, "I put the bell on the window," or "Mary put the bell on the window."

Continuing the "do and tell" method about two weeks, will give a working

acquaintance with commoner objects of daily use in the schoolroom. If the teacher goes out with his pupils to play and encourages them to talk English at their play, the progress will be incomparably more rapid than in schools where the teacher ignores the games, and allows the pupils to talk any language they choose on the playground. In some cases, marked results are obtained in getting the English-speaking habit started, by conferring some honor, ribbon, or privilege, on those those who consistently adhere to English out of doors. The recognition is not for quality, but for faithful persevering effort.

The question has many times arisen whether it might not be well to use the mother tongue to explain the pupils' difficulties. There are probably some very exceptional cases where a word in the mother tongue might be the best solution; though many years of experience with such schools has failed to bring me into contact with any situation which I could not solve better by other means. The teacher known to be able to speak German, is under a special heavy handicap in a German community; and equally so with other nationalities. He is naturally inclined to use the German word where the English word, accompanied by the object, picture, or action, would have given better results. He is apt to neglect the cultivation of other than the verbal presentation. Even should the teacher avoid these errors, he is likely to have difficulty with the pupils. Knowing that he can speak their language they will disregard the English, and wait for the German, which they know will come as a last resort. It is no reflection on the French teacher that some of my most progressive French trustees, prefer English teachers.

Having built up a limited vocabulary, the teacher may now make a beginning in reading, within these limits. He should remember however, that the subject of English Conversation is still, by long odds the most important, and never to be slighted, whatever subjects may suffer from "lack of time."

One of the pitfalls is the text, prepared with the English-speaking child in view. If the teacher plunges into the Reader without a careful selection, he will soon be outside the vocabulary of the pupils.—Cardinal error number three.

Vocabulary drill arising out of reading lessons, is much inferior in value to that arising out of daily experience. Again, the famous Tom Tinker, Bo Peep, et al., may be names to conjure with when a child has been brought up on these jingles, but they miss the mark with the Polish or Russian child. Also the method of attack must be carefully considered. The sounds indicated by c-a-t do not always "register" as a word with a Canadian child. In the case of the Ruthenian it is a mere series of meaningless grunts.

The most successful method has been the short sentence unit.

Material similar to that given in conversation lessons, may be used.

Talking about a dog we elicit the following:

A dog eats. A dog runs. A dog bites.

These are written in various positions and rotations; and read.

Pupils point out each, as read by another pupil.

Words are identified by repetition in parallel sentences.

For seatwork, pupils may be asked to rewrite a copy supplying some words purposely omitted; the original being still on the board for reference. Pictures may be substituted for names and vice versa.

The lesson on the dog may be followed by a similar one on, let us say, the cat. As many of the already used words as possible should be employed, to build up a reading vocabulary, through repetition. It will require from two to four months of this work, before the text-book is attempted; but faithful work in these months is at once seen by the way the pupil sails ahead, overhauling and speedily distancing the pupil who was unwisely put into a book from the first.

Parallel with this work, and no less important, are the talks on nature and local surroundings. There the thought can be expressed in easy words, it should be written on the board as the lesson develops, and afterward become a reading lesson—and often one to be illustrated by drawings or marginal sketches. It must not be forgotten that such work is an important end in itself, quite apart from its reading value. No statement based on careless or erroneous observation should be allowed to get by. Nor should a correct observation be allowed careless or inaccurate expression.

SCHOOLS WITH A LANGUAGE PROBLEM

(G. W. Bartlett)

It might perhaps be supposed that after the first difficulty in making a start with conversational English, has been surmounted, the school of this type will conform to the school routine prevailing in English speaking communities. This supposition fails to take account of several basic conditions:

1. The speaking vocabulary is limited to terms and statements applicable to school environment; so that the development of the subjects of study, is continually bringing new words to the surface out of all proportion to those encountered by English

speaking children. These words present the double difficulty of pronunciation and meaning.

2. The mentality of a race finds expression in the idioms of its language. Few people learn a second language so well as to cease thinking in the mother tongue when speaking or writing the second. In time our young pupils will acquire this power; but for a long time the home environment will leave the deeper mark. The idiomatic difficulties will outlast the purely verbal. For this reason and the foregoing, the leading place must,

for years, be given to conversational English.

3. Objective presentation, Directional exercises, Manual Expression, and dramatization, will take a much larger place than in other types of school. In many respects, the advent of the "New Canadian" School has had a beneficial reflex influence on our simon-pure Canadian School, by throwing into bold and obvious relief the inefficiency of the traditional abstract verbalism which prevailed, and still largely obtains.

4. The tendency of conditions in Non-English communities, is to force a close and rational correlation of school studies with community conditions. Many of the noblest and best teachers have been drawn to the work by its unparalleled opportunities for service; and these have established a new and better tradition. Some of these schools are superior to anything found in the older communities, and their influence more profound. They have the best school gardens in the province; they have the best Boys and Girls Clubs; Games are more carefully supervised; Health and Sanitation receive more attention; Co-operation with the Red Cross Society has brought Dental, Optical, and Surgical services which the community could never have obtained otherwise. The teacher has taught real Arithmetic, because hypothetical questions failed to "register." For the same reason she has had to discard the mythical Aunt in Toronto, and base her compositions on live topics. In order that their flimsy garments might be made weather-fit, she taught the girls, and often the boys also, to sew and knit. Prevailing sanitary conditions forced her to practical applications of the soap and water doctrine, as much as to general truths of hygiene.

One of my best teachers of Polish children let her senior pupils make out the Departmental Reports, the best pupil being allowed to fill in the official form; which was double checked by the pupils before being passed and signed. Similarly with letters order-

ing seeds for the school garden. A large number of her pupils had to wade a marsh; and came to school wet and cold. A volley of letters to the Minister of Public Works from twenty pupils, secured a ditch to drain the marsh. For two years the early frosts destroyed the grain. The Boys and Girls Clubs began experiments with early ripening wheat and barley, with the result that in three years this community was winning prizes at the Brandon fair and selling seed grain in carload lots.

The case-hardened, book-bound teacher, will smile cynically at the above. The case however is on record. The teacher is Miss Ellen Lee of Barrie School. Nor is hers a solitary case of marvellous results produced by commonsense application of school work to community needs. We do not expect every teacher to become a seed grain expert; but we should like each to become a community leader. The teacher who has no inspiration to measure up to this, is too small for the job. Better try some smaller calibre vocation, as law, medicine, or domestic service.

The two outstanding reasons for this type of community work are:

1. It is effective as a medium of instruction.

2. It has a powerful reflex action on the community. In these schools, and nowhere else in the community, is there effective work to make the stranger a good citizen of Canada. Multiplication Tables and Analysis will leave the lives untouched. Kindness, interest, and helpfulness are the influences which appeal to win confidence and co-operation.

Singing, in Manitoba rural schools has become almost a lost art. No teacher should be allowed in a rural school who cannot sing, or is not ready to "make a fool of himself" in the attempt. A gramophone will aid much, in this and other lines of work. There should be one in every Non-English school. But that is not enough. The appeal of Music has been appreciated by some educators—but by too

few. Facts and reasoning, appeal to the understanding. The strong deep springs of action and purpose are aroused by deeper, more elemental stimuli. Of these one of the noblest and strongest is Melody.

SILENT READING

A Strathelair correspondent inquires for some information as to "The Why and How of Silent Reading."

Oral Reading is that system of preparation where the accepted evidence of proficiency is to read well, aloud. Silent Reading is that system where some other measure of proficiency is recognized—the evaluations of appreciation being based largely on quantity and quality of output (speed and comprehension); supplemented by esthetic interest tests according to the nature of the subject.

Most of us who have attained the age of forty can look back to the type of oral reading which was based exclusively on correct pronunciation. To get through our paragraph without a trip on "a" instead of "the" or "an," was our objective. It was assumed that the pupil who read correctly, understood what he read. Today our oral reading usually shows some advance on the older type, but often not very much. The elementary grade pupil who prepares his lesson mainly with the expectation of having to read it for criticism, will concentrate chiefly on pronunciation and relatively little on understanding. On the other hand it has been claimed for silent reading that it is the type of reading which the reader almost invariably performs in out-of-school life; that there are few occasions when anyone but a preacher indulges in oral reading. It is said to focus the attention on the content rather than the pronunciation. There is no doubt that the habit of excessive oral reading has slowed down the rate of reading up to Grade Six, by over fifty per cent; since any normal pupil above Grade III. can read considerably faster than he can speak. The old pedagogical maxim of "slow and sure" is not only wide of the mark, but usually the reverse of truth. In a

large majority of cases—not only in reading, but in other subjects, the fastest pupils are the best, and the slowest the poorest. It is true that to force the pace unduly will result in less thorough work; but so also will going too slowly. No student with a college or even a high school career ahead of him, can afford to ignore the value of rapid silent reading. It takes much of the drudgery out of study.

It lends itself to accurate measurements both as to quantity and quality, as contrasted with the subjective, off-hand evaluations of oral reading. We do not suggest that oral reading has no place in the schoolroom. It has a very large place in the first two grades; and in subsequent grades the human voice is invaluable as an interpreter of beauty of language, especially in poetry. What we do urge is that as the pupils rise in the grades, the place of oral reading should grow less and less, and of silent reading, more and more. In Grades IV. and V. at least half the reading should be silent reading type; and for the three upper grades one or two oral reading lessons a week should be sufficient.

Our training in silent reading should be so planned as to secure to the fullest extent, the advantages claimed for the system.

We cannot in these limits enter minutely into methods, but the following exercises will suggest the procedure to the open minded teacher.

For Grade I. Matching words. Put a line under or lay a piece of paper on the word "cat" wherever found in the lesson. Similarly with any words you are trying to introduce.

Matching words with pictures. Same or different where word and picture are the same put S; where different, put D.

Supplying omitted words in sentences opposites of given words—Mostly too difficult for this grade but excellent from Grade II. on.

Picking out same phrase as it is repeated throughout the lesson.

Directional Exercises—

- (a) Simple classroom orders "Ring the bell"; "Bring me the book," etc.
- (b) Relating to pictures: Put X on the dog; Put O on the bird's wing.

These directional exercises are of high diagnostic value. The teacher who first tries them will often be deeply disappointed with some of her "best" oral readers; but they are full of suggestion to the wide-awake teacher.

Grade III. The above tests and exercises can be used more freely in Grade III. as the pupil now has a wider reading vocabulary. More difficult questions may be used in each exercise, and more difficult exercises may be introduced.

"Yes or no" questions. These may be graded to suit any grade from senior one to nine, but they are of greatest interest in Grades 2, 3, and 4.

Same or Different. "If the words of this pair mean the same write S between them; if different write D between them": lazy—idle, early—late, polite—rude, etc.

As the last two exercises referred to, offer equal chance to the guesser, the wrong responses as well as the correct ones must be counted, the score being Rights—Wrongs.

Another valuable exercise consists of questions on a given selection, to be answered with the book open. It is a good plan to make the questions of a

sort requiring brief positive answers, which are either right or wrong, and do not lend themselves to diplomatic circumlocution. But the questions should be such as require an answer other than a phrase from the text.

Grade IV. and above can make much larger use of directional exercises specially framed to require close discriminating reading. The other foregoing exercises may be used with increasing scale of difficulty.

The last type of exercise to which we shall refer may be called a classification exercise.

Which word in parenthesis best explains the word before the bracket:

Sparrow: (animal, fly, bird, flower).

Copper: (rock, tool, kettle, metal.)

Vanilla: (food, flavor, drink, ice-cream.)

Or the exercise may be reversed: Name a flavor, metal, tool.

In the Senior Grades all the foregoing exercises may be graded to appropriate difficulty. The work of these grades, however, finds its best scope in topical analyses, summaries and appreciation exercises. In the senior grades most of the preparatory work is based on Silent Reading, the fundamental importance of which is thus evident.

Most educational publishing companies have their sets of Silent Readers; no Rural School library should be without at least two sets of Silent Readers. Personally the writer is fond of Dents and Gage's, both of which can be ordered for the library through the Department of Education. These contain very useful and suggestive exercises. They should be used as Silent Readers, however, not as an extra set of Oral Readers.

UNSUPERVISED WRITING

The beginner in Rural Schools is unable to do very much for himself. It is quite a tax on the ingenuity of the teacher to keep him engaged in work of any real value, while at his seat.

The busy or unimaginative teacher is apt to fall back on writing from copy, as an easy way of meeting the problem.

Few teachers realize that this work does more harm than good. For one

chance of correct movement and position, there are twenty chances of error. Many and fantastic are the errors developed, and by long practice drilled into fixed habit. These need not be enumerated here; the teacher herself is soon complaining roundly of the density or obstinacy with which the pupil persists in these errors.

The only possible benefit of such practice would be to secure familiarity with the letter symbols; and that could be secured in other ways free from the objectionable results mentioned. To state one method only, the pupil could be given the form desired, written large on paper, or on his desk in chalk and asked to lay it out by covering the lines with wheat, split peas, seeds, etc.

Nor does the error cease with the beginner's class. We have seen teachers dictating spellings to three different classes, while the remainder of the school were spoiling paper under the delusion that they were practicing writing. As a matter of fact they were drilling themselves into faulty positions, faulty movements, and faulty letter forms.

No writing should be permitted for the first two months except under close supervision; and a very large proportion of the writing of the first year and the second should be under supervision. Other forms of "busy work" should be substituted for writing as a time-killer, and more time given for junior grade play.

From senior two to six, all "writing practice" should be supervised, with never more than six to eight pupils practicing at one time. For fourteen pupils, better practice results will be secured by two five-minute drills with groups of seven, than by one ten-minute drill with a group of fourteen. A five-minute practice each day gives much better results than a ten-minute practice every second day. By the time pupils have reached grade six, they should be able to secure all the necessary writing practice in the re-writing of composition, spelling-lists, etc., if the teacher has made a habit of demanding that pupils should in all written work, apply the same principles as in the formal writing drill. A drill once a week might be utilized to deal with observed faulty forms, and to keep before the pupils the necessity of continual practice.

"ADDITION ENDINGS"

A teacher of a rural school near Binscarth writes that she is having difficulty with her Grade II., in "addition endings."

I find on inquiry that some teachers deliberately and directly drill their classes on these endings, with the view to "memorizing." This, so far as I have observed, has given rather unsatisfactory results; as might be expected from such mechanical rote method.

If Grade I. work has been thoroughly done, the pupil can readily add any two digits, up to 9 plus 9. This is, of course, a preliminary essential before any more advanced addition work. As soon as the pupil has made a study of

the number ten, a great deal of stress should be laid on the relation which the succeeding numbers bear to ten, as they are successively presented:

$$11=10+1, 13=10+3, 20=10+10.$$

The numbers from 20 to 30 are regarded in two relations 24=two tens and 4 and also as twenty and four. Thirty has three relations to consider: $37=30+7$; or three tens+7; or $20+17$.

By the time he pupil has studied 20, he should be taught to count to 100 by tens and twenties, without the least difficulty in understanding the relations. The next steps might be counting to 99 by 11: ten plus one, two tens plus two, etc. He will similarly count of 48 by 12, to 39 by 13, and to 28 by

14. There will be little difficulty in extending the plan to counting by 21, 22, etc., or by any of the thirties or forties; if the basic idea has been mastered. It is then but a short step to adding $20+10$, $30+20$, $30+40$. The next easy step is to add such unequal couplets as: $21+23$, $34+35$, $26+32$, etc. This presents little difficulty until the digits of the units have a sum greater than nine. Any greater couplet introduces "carrying."

The point of attack in this new development might be chosen at 15 plus 15. This would be taken as two tens plus two fives= $20+10$ next $25+15$, $25+25$, $35+35$, etc., should be fairly easy. Then would follow such numbers as $16+6=10+6+6$ or ten+ten+two. This should be followed by the adding to each—teen the various digits which would give a sum of 20 or over, similarly to every twenty—, every 30—, etc:

$$24+9=20+10+3$$

$$46+8=40+10+4$$

Next will follow similar additions of —tens instead of digits; then the higher combinations:

$$38+17=40+15$$

$$47+16=50+13$$

$$37+45=70+12$$

$$49+27=60+16$$

The pupil should be taught to isolate the tens or multiples of ten, and then deal with the remaining units.

This treatment reduces the importance of the endings, as such, to diagnostic tests or a method of quick checking of answers.

It is not to be taken that this outline represents a series of successive lessons. It will cover nearly half of the Grade I. year and all of grade two. Each step will be marked with speed and accuracy drills, problem applications; and at the same time the other operations, subtraction, multiplication, division and fractional parts, will be carried on in parallel with this outline. In fact the success which attends this work will depend very largely on the skill and thoroughness with which each phase of the number work, has been conducted.

Objective aids—Cards of domino type with couplets legibly written or printed.

Flash cards with digit couplets in colored dots or small squares.

Addition couplets (large numbers) with "tens" digits red and "units" digits black.

THE OVERSEAS EDUCATION LEAGUE PROGRAMME FOR 1928

The Overseas Education League has arranged for their usual Ungraduates' and Teachers' trips to the old lands this summer. The Undergraduates will visit Great Britain, France, and Belgium for seventy-three days, sailing from Montreal on the S.S. "Metagama" on June 20th, and returning to Quebec on the "Empress of Scotland" on September 1st.

The Teachers' Trip which includes England, the Mediterranean, and France, will leave Quebec on the "Empress of Australia" on July 4th, returning on the same boat with the Undergraduates on September 1st.

In addition to these two pro-

grammes, the League is also planning to hold their Second French School from July 11th to August 25th. A very attractive programme has been prepared, and there is little doubt that each year the number attending this Summer School will increase.

The National Council of Education announces that owing to the illness of the Honorary Secretary, the Conference on "Education and Leisure" is to be postponed till 1929.

Further information with regard to the various activities of the League may be obtained by writing to the Office of the Honorary Organizer, Boyd Building, Winnipeg.

Children's Page

Ghost Fairies

When the open fire is lit
In the evening after tea,
Then I like to come and sit
Where the fire can talk to me.

Fairy stories it can tell,
Tales of a forgotten race—
Of the fairy ghosts that dwell
In the ancient chimney place.

They are quite the strangest folk
Anybody ever knew,
Shapes of shadow and of smoke
Living in the chimney flue.

"Once," the fire said, "Long ago,
With the wind they used to rove,
Gypsy fairies, to and fro,
Camping in the field and grove.

"Hither with the trees they came
Hidden in the logs; and here,
Hovering above the flame,
Often some of them appear."

So I watch, and sure enough,
I can see the fairies! Then,
Suddenly there comes a puff—
Whish!—and they are gone again!

Frank Dempster Sherman.

(Have you ever watched the fire fairies? If not, do so to-night. You can see whole stories in the flames of a log of wood, even in coal, but better much in crackling wood logs. It seems as if the stories that the trees know have been released by the fire.)

EDITOR'S CHAT

Dear Boys and Girls,—

Once more we have come to the great starting point of the year, New Year's Day. 1928 has set its foot on the world's threshold, and a new time has begun. The little young new year is very cold, very bright and sunny, but liable to nip your nose or cheeks while you are not looking. Be careful of him, he is a mischievous fellow.

When the Old Year hobbled off on the 31st of December, he was weary and worn and old. He had seen many things during his lifetime. Great storms, great fires, great heat, great cold. He had seen many babies born, and seen many old people go quietly off to the sleep that has no waking. He had seen the grain growing in the fields in beauty, stricken by frost, rust

and hail; he had seen other fields golden for harvest, and bearing the food of the world. He had seen man's enemy, fire, creep in among the branches of the trees of a great forest, and leave it a blackened mass, or swoop down on buildings filled with sleeping children, wakened in fear and trembling to death and horrors. He had seen great floods sweep across a smiling countryside, leaving ruin and trouble. He had seen a brave fair haired boy cross the great Atlantic Ocean in a tiny winged machine. He had seen meetings in the city of Geneva of all the heads of all the great countries, who talked Peace and did everything they could to bring it into the world. He had seen great scientists working in the laboratories over medicines to heal the sick; inventions to better the world and improve your life and mine. He had seen the erection of splendid buildings, the making of many homes. He had seen in fact the great world working and playing and sleeping, and above all he had seen the people of the world, the men and women and

boys and girls all striving to live, to do things for each other and themselves, and become every day a little better, stronger and finer. What is the New Year going to see? Much the same things I expect, but one thing I hope he will see, and that is, the boys and girls of Canada each trying to become better citizens, more thoughtful of each other, more thoughtful of themselves, their health, their bodies and their minds. If you build your own bodies well by eating healthy food, walking and playing outdoors, sleeping enough, and keeping clean, you will make good citizens. If you build good minds, by keeping out miserable thoughts, untruth, sneaking, unkindness, and by filling your minds with good thoughts ideas from good books, and the best the school and your home and the church can give you, you will not only be good citizens, but the very best kind of people, good to live with and good to know. Let 1928 see you building well, and may you all have

A Very Happy New Year

FAITHFUL WULLY—A TRUE STORY

(Ernest Thompson Seton)

Wully's early life was spent with a collie and an old shepherd, Robin. By the time he was two years old, Wully was full-grown, and had taken a thorough course in sheep. He knew them from ram-horn to lamb-hoof; and old Robin at length had such faith in Wully's wisdom that he would often stay at the tavern all night, while the dog guarded the woolly idiots on the hills.

Wully was a very bright little dog, with a future before him, yet he never learned to despise that addle-pated Robin. The old shepherd, with all his faults, was rarely cruel to Wully, and Wully repaid him with a worship that he would not have given to the greatest and wisest in the land.

Now, Robin was ordered to drive the flock of three hundred and seventy-

four sheep to the market. At the River Tyne the sheep were driven on to a ferry, and landed safely in the smoky town of South Shields. The great factory chimneys were just beginning for the day, belching out fog-banks and masses of black smoke, which darkened the air and hung like a storm-cloud over the streets. The sheep thought it was the beginning of a heavy storm, and, becoming alarmed, in spite of their keepers, they stampeded through the town in three hundred and seventy-four different directions.

Robin was greatly vexed. He stared stupidly after the sheep for half a minute, and then gave the order, "Wully, fetch them in." Then he lit his pipe and, taking out his knitting, began work on a half-finished sock.

As for Wully, his part was to obey the voice of his master. Away he ran in three hundred and seventy-four different directions, and headed off and rounded up three hundred and seventy-four different wanderers. He brought them back to the ferry-house before Robin, who was calmly watching the business, had finished the toe of his sock.

At last Wully—not Robin—gave the sign that all the sheep were in. The old shepherd counted them—370, 371, 372, 373. “Wully,” he said, with a note of balme in his voice, “they are not all here; there’s another”; and Wully, stung with shame, bounded off to scour the whole city for the missing one. He had not long gone, when a small boy pointed out to Robin that the sheep were all there—the whole three hundred and seventy-four.

Now Robin was in a fix. His orders were to hasten on to the market. Yet he knew that Wully’s pride would keep him from coming back without another sheep, even if he had to steal it. What should he do? Wully was a good dog, and it was a pity to lose him, but there were his own orders from his master, and his wages, of which to think. He made up his mind to hurry on alone with the sheep; and how he fared no one knows or cares.

Meanwhile Wully ran through miles of streets hunting in vain for his lost sheep. All day he searched, and at night, hungry, worn-out, and ashamed, he sneaked back to the ferry, only to find that master and sheep had gone. His sorrow was sad to see. He ran about whimpering, and then took the ferry-boat across to the other side, searching everywhere for Robin. Returning to the town, he spent the rest of the night seeking his wretched idol. The next day he went on with the search, crossing and recrossing the river many times. He watched and smelt every one that came over.

The ferry makes fifty trips a day, taking about a hundred persons a trip, yet not once did Wully fail to be on the gangway and smell each pair of legs that passed. Five thousand pair of legs did he examine after his own fashion that day. The next day, and the next, all the week he kept his post, not seeming to care about food. Soon hunger and worry began to tell on him. He grew thin and ill-tempered. No one could touch him, and any attempt to stop his daily task of leg-smelling made him furious.

Day after day, week after week, Wully watched and waited for the master who never came. The ferry men learned to respect Wully’s faithfulness. At first he scorned the food and shelter they offered, but, starved to it at last, he took the gifts and put up with the givers. For two whole years did this faithful animal stay by the ferry. He stayed there simply because he thought the godlike Robin wished him to do so.

One day a drover strode down to the gangway, and Wully, as usual, went up to examine the new person. The dog suddenly started; his mane bristled; he trembled; a low growl escaped him. Then his manner changed: he fawned on the drover, and his tail wagged joyously for the first time in years.

A few words made it all clear. Dorley, the drover, had known Robin well, and the mittens and scarf he wore were of Robin’s own make, and had once been worn by Robin. Wully had smelt the traces of his master, and, having lost all hope of getting any nearer to his lost idol, he showed plainly that he meant to stay by the owner of the mittens. Dorley was well pleased to take Wully to his home among the hills, where he became once more a sheep-dog in charge of a flock.

OUR COMPETITIONS

Do you know what an acrostic is? It is a verse with the first letters of each line so arranged that they spell a word—like this for instance—

Can't you see the wind
As it blows around
Taking up the snow drifts
Tearing across the ground?
Listen, you can hear
Every strong blown sound.

Do you see what word the first letters spell? Of course this is a very poor verse, the editor made it up in a

great hurry, and when you put your minds to it, you can make much better verses, suppose you try two this time, one with the word **Forest** and one with the word **Kind**. There will be a prize for the very best verses made this way, one dollar—and if one person gets one verse well, and another one gets the other, the prize will be divided. So sharpen up your wits and your pencils and get these acrostics in before January 20th.

--The Editor, Children's Page, W.S.J.
Normal School, Winnipeg.

Junior Red Cross

INTER-SCHOOL CONTACTS

In planning to interest children in schools beyond their own horizon the comparatively near-at-hand need not be over-looked. The possibilities of Canada are worth exploring. He is the most broadminded citizen who knows his own land first.

This was evidently the thought of the Ontario Junior Red Cross when its director sent a set of six booklets in a strong brown envelope, for circulation in Manitoba. These booklets came from the following Ontario Schools.

1. Sunshine Club, Waterdown.
2. T.N.T. Junior Red Cross Club, Port Colbourne.
3. Junior Health League, Hanover.
4. Willing Workers, Dunville.
5. Happy Hearts, Alexandria.
6. The Ever Clean Club, Peterborough.

Each booklet contained letters of greetings from the teacher as well as from the members, snapshots, samples of school work, well written short essays describing the school, district, etc.,—altogether most interesting. The set of six was accompanied by an introductory booklet, called by Mr. S. B. McCready, the director in Ontario, "Adventures of Ontario Portfolio No.

1 Manitoba, 1927." The booklet starts with a note from the Manitoba director explaining the origin of the idea and commending it to those who guide the Junior Red Cross branches in this province. Then follows Mr. S. B. McCready's explanation of the project and his suggestions as to the method of circulating the set of booklets:

"To Junior Red Cross Friends in Manitoba:

"This is an experiment in the exchange of a school portfolio or rather in the loaning of a portfolio. The booklets comprising the portfolio were not made expressly for circulating in Manitoba schools but came into our hands as contributions to our so-called Travelling Portfolios when they were visiting these Ontario Schools. They might be better. They might be worse. They might be more interesting. We ask our Manitoba friends who may have a visit from them to look upon them kindly, and make the best use of them. We have called this Manitoba Portfolio No. 1. Should it prove acceptable we shall hope that others may be arranged—yours visiting our Ontario schools and ours visiting Manitoba Schools.

"I have a warm personal interest in this experiment because the first school I taught was Medina School, west of Rapid City, on what we called then the 'Oak River Trail'. It is not far from Pettapiece Station. That is many years ago. Perhaps this Portfolio may visit Medina School! Wouldn't that be interesting?"

"We should like each teacher whose school is visited by this portfolio to tell here briefly how the portfolio was

used and what its reactions were in the school. You may write on both sides of the paper. Suggestions and criticisms will be welcomed. Then perhaps Mrs. Speechly will let me have a reading of the booklet when she sends me the booklets contributed by your schools.

"Yours to make Junior Red Cross an agency for friendship between schools in all parts of Canada,

Sincerely,

(Signed) S. B. McCREADY."

Health Department

(Prepared by the Public Health Nurses Department of the Manitoba Provincial Board of Health)

REPORT OF THE HEALTH SECTION

of the Second Biennial Conference, World Federation of Educational Association

By Miss R. Simpson, R.N., Provincial Board of Education, Saskatchewan.

Toronto was chosen for the second biennial conference in August, 1927. Thus, in the splendid buildings of the University of Toronto, 4,000 delegates representing thirty countries, met for six days to study in detail all phases of education.

Throughout the whole conference could be noted a sincere desire on the part of the delegates to take back with them to their home country not only the matter but the spirit of what other countries are doing in educating their youth to make better and more peace-loving citizens.

Of the many topics comprising the programme, several are of particular interest to health teachers.

Health Section

At the opening meeting of the Health Section excellent addresses were given by Professor Claire W. Turner, Massachusetts, Institute of Technology, Cambridge, Mass., on "The Training of Leaders in the Field of School Service," and by Miss Charlotte Whitton, executive secretary of Canadian Council of Child Welfare, Ottawa,

Canada, on "The Training of Health Leaders for School Service in Canada."

The tenor of Professor Turner's address was toward the training of the teacher as the person to teach health in the school. Keeping children well, he said, would be the first duty of the future school; children should be taught the habits conducive to health and long life. He believes provision should be made for the health training of teachers to give them a knowledge of disease prevention and to help them understand their responsibility towards the health training, a knowledge of children and an understanding of the families and home conditions from which the children come; dentists must appreciate the fact that the school health programme is prophylactic rather than remedial. All must contribute toward the health education of the school child; but to the teacher, Professor Turner believes falls the task of seeing that the health services operate and function properly.

Miss Charlotte Whitton in her address pointed out the danger of school work being detached and isolated

from the regular child health and community programme. This, she said, should be avoided. Miss Whitton felt that the possibilities of leadership from the parents and the children themselves was being over-looked, and put forward the suggestion that the time had arrived to enlist parents and children as well as physicians, nurses and teachers in the campaign to promote health. The importance of proper training of teachers, doctors and nurses for health work in the schools was stressed.

Two full sessions were devoted to the subject of "Methods in Health Education in Elementary, High Schools and Universities", and school health programmes for many parts of the world were presented. Mr. R. C. Jones, superintendent of schools, Cleveland, Ohio, justified the inclusion of health in the school curriculum from an economic point of view as well as for its personal and community value. Emphasis was placed on the practical aspect of the presentation of the subject, and on the need for formal as well as incidental instruction.

Miss Ruby M. Simpson, director of school hygiene, Saskatchewan, in outlining a health programme for rural schools, cited the training in health matters of all student-teachers as the fundamental basis of such a programme. Attention to the hygiene of the rural school building was stressed as well as plans suggested for a school health service through the doctor, teacher and nurse. A course of study was worked out to show the development possible through the primary, intermediate and senior grades.

Dr. Iva M. Miller, associate director, Council of Health Education, Shanghai, China, described in a most interesting paper the low standard of health of the people of China, the poor living conditions and the great susceptibility to contagious diseases. Discussing the need for a health programme, she described the work of the "Council on Health Education" and the efforts made toward securing correction of physical defects among children and

toward preparing teachers for health service.

Mr. J. G. Moore, superintendent of schools, Fargo, North Dakota, outlined the work accomplished through the American Child Health Association Demonstration, begun in 1923, to continue for five years. The Parent-Teacher Association was emphasized in connection with the promotion of school health work.

Miss Grace Powers, instructor of hygiene, University of Porto Rico, Porto Rico, described the plan adopted in that country with regard to training the future teachers in health education. The unhygienic mode of living of the native inhabitants, the poor diet and the prevalence of hookworm make the problem of improving the children's health a very great one. It is chiefly upon the teachers that the education of the children in health matters must rest. Therefore, courses in personal and community hygiene, nutrition, etc., are provided in the teacher-training institution and each student is given two or three children for whose health maintenance she is responsible. Each student teacher is given a thorough health examination.

Dr. Charles J. Hastings, of the Department of Public Health, Toronto, spoke on the medical, psychiatric, dental and nursing services provided in the public schools of that city. Out of the original "medical inspection" for the control of communicable disease has evolved this fuller service in which the fully trained public health nurse is the chief factor. The nurse not only makes contacts in the school with pupil, teacher and home and school club, but does invaluable work in her follow-up visits in the home. The importance of winning the intelligent co-operation of the parents, by having them attend the routine of special physical examination of the child, was stressed. The mental health as well as the physical must have consideration, and here the psychiatrist aids by examining the children and recommending them for special classes or special home care.

Miss Ethel Perrin, Health Education Division, American Child Health Association, spoke on the service of the Physical Educator. Play is a great factor in health, since it aids in the development of physical and mental powers and the use of the leisure hours. Play activities should be considered from the point of view of value as health factors, the value of skill acquired, and the amount of interest and satisfaction obtained.

Dr. Dennis Janossy, Hungarian Ministry of Education, described the health programme in the Hungarian schools. There, too, the teacher is being trained to carry on a health programme in the schools and emphasis is placed on the fact that teachers must set the example in health habits by their own mode of living.

To the discussion of "School Health Activities of National, Health and Educational Organizations" a full session was allotted. Dr. Elizabeth Kemper Adams, educational director, Girl Scouts, Inc., U.S.A., outlined the Girl Scout health programme. She spoke on the enormous educational significance of the hours of leisure and play. The adolescent girl is in school six hours a day and she has from three to five hours a day with which to do as she likes. The solution of the problem of the use of such leisure is important. The Girl Scout programme is a means of helping to deal with this problem with the growing girl. The activities are planned to supplement rather than interfere with school work, and correlation between scout interests and the school is being developed. The speaker dwelt particularly on the health programme of the organization, which fosters the promotion of health and seeks to make health activities interesting.

Miss Anne L. Whitney, acting director, Health Education Division, American Child Health Association, New York City, spoke on the subject of "Evaluating the School Health Programme."

What is to be desired is the provision of opportunities and conditions

which will permit of the fullest development of the child. Health is recognized as one objective of school education. She spoke of the phases through which health education has passed until today the school health services aim to promote the health of the child, the emphasis having shifted from alleviation to prevention.

After mentioning the difficulties involved in securing accurate data for the measuring of the results of health activities, Miss Whitney elaborated a piece of research which is being entered into by the American Child Health Association, by which they hope to be able to make a comparative estimate of the health conditions existing among the school children of seventy cities in the United States. This study when completed may form a basis for evaluating the various school health activities and should indicate where emphasis need be laid.

Miss Julia Wade Abbott, member of the Advisory Educational Group of the School Health Bureau, Metropolitan Life Insurance Company, stated that, following up the idea that there is necessarily a close relationship between the prolongation of life and a health education programme, the Metropolitan Life Insurance Company has entered the field of issuing health literature. Much of this literature is suitable for use in schools; for example, their series of booklets on Health Heroes, dealing with the lives of such men as Pasteur, Jenner, and Trudeau. Miss Abbott spoke of the necessity for finding colorful material to present to children and of the need of studying how to put before children such things as are common to all mankind.

Miss Julia Tappan, director, School Department, Cleanliness Institute, New York City, described the work of the Cleanliness Institute, a research and educational organization formed by a group of soap manufacturers and staffed by professional workers. This institute deals with the use of cleanliness in the health of people. It issues a series of publications with

material useful for health teaching in every school grade.

Miss Aubyn Chinn, nutrition director, National Dairy Council, Chicago, Ill., explained the activities of the Dairy Council, particularly with reference to Health Education. Organized in 1919, there are now 175 workers associated in this work. In 1926, fifty-three per cent. of their time was spent in schools, giving stories, planning plays and showing pictures. They find a growing demand among teachers for help of this kind from the field staff. Similar work is done among clubs of high schools and colleges. Stories, plays and posters are planned for each age group.

Handicapped Children

Dr. S. B. Sinclair, Ph. D. (Inspector of Auxiliary Classes for Ontario), was in charge of this section, which is the newest unit in the Conference, this being its first appearance. The Mentally Handicapped Child was discussed at the first session with a view to obtaining information on the practice in various countries of the establishment of classes; the name used, the type of school, etc. The general opinion is that the teacher is the crux of the whole problem, requiring as she does a wide sympathetic knowledge of the subject and of the child's whole environment, as well as previous training and experience. The rural areas present great problems in the solution of which a travelling teacher was suggested.

Miss Imogene Palen (Instructor of Lip Reading, Public Schools, Toronto), spoke on the special classes for children who are hard of hearing. Miss Palen drew attention to the fact that, while children who are deaf mutes are cared for in institutions where they are taught to become useful, self-supporting citizens, the children who are hard of hearing are being neglected in Canada. This class of children is considered of great importance, for they are forced through this handicap to live only in a world of sight. This often causes them to appear inattentive in class. With the special training in lip read-

ing, the world of sight and sound are combined.

Miss Palen considers that a teacher equipped to teach lip reading combined with defective speech correction will obtain better results with her pupils. Unfortunately, there is a shortage of these specially trained teachers, both here and in the United States.

Behavior Problem Section

Dr. Dorian Feigenbaum, of Vienna (Assistant in Neurology, Vanderbilt Clinic, New York), spoke on "Psychological Problems of Childhood and Youth and their Relation to Education."

The old conception of the educator as merely the instrument for the learning of the three "R's" must be considered incomplete. The educator today studies the child's psyche—the sum of mental facilities and the qualitative readiness to reactions—in order that he may prevent retardation and disturbances of development. This can only be achieved through the use of Depth Psychology which stresses unconscious manifestations of the mind. Formerly the child was treated as though its manifestations were motivated only by conscious intentions, good or evil. Now, instead of being upset by the child's laziness or stupidity or unproductivity, he thinks of the common, usually unconscious, origin of all these manifestations which stand in the way of progress. He seeks more adequate and direct handling of difficulties and, in seeking, obtains knowledge of his own handicap. The best preventive, then, against pedagogical mistakes and consequent injury to the child is, first, a knowledge of the child's fundamental unconscious needs and cravings, and second an analysis of the educator himself.

Nursery School Section

Dr. W. E. Blatz (University of Toronto, Toronto), described the Nursery School as having a philosophy of education which does not teach but helps children to learn, directs but does not try to supplant, interfering as little as possible. Behavior problems

arise with the child of two years. The kindergarten, taking the child at five years, does not fill the need for teaching in the early years. In Canada there are only two nursery schools, with accommodation for thirty-six children. In the absence of nursery schools, every kindergarten teacher should have a greater knowledge of child psychology.

In discussing the topic "The Pre-School Child Enters School", Miss Lucy Wheelock (Wheelock School, Boston, Mass.), urged more emphasis on pre-school education. There is no boundary line between nursery school and kindergarten. The pre-school age child may be taught habits of health, the group play spirit, and may be given an opportunity for creative self-expression.

"The Emotional Life of the Pre-School Child" was discussed by Miss Helen Keens (St. George's School for Child Study, Toronto). Many emotions which cause malady in later life might have been averted if control had been learned in early life. In one hundred and seventy-five episodes of emotional character noted, anger was found predominant, with hurt, fear, and self-tendency following. The time of such upsets was usually in the morning hours of the mid-week. Regular habits of hygiene were found to tend toward control.

In "The Development of Personality in Pre-School Years," Mrs. S. Gruenberg, of the Child Study Association of America, New York, stressed the importance of the peace and security of the home, on the place of the child in the family group, the attitude of children to one another, and the attitude of parents and teachers to the child, as factors making a strong impression on the emotional life of the child. The speaker urged that natural capacities be developed, injuries from fears and superstitions avoided, and care taken that the emotions of adults be not allowed to colour the emotions of the child.

Parent-Teacher Section

In the opening address Mrs. Reeve (president of the National Congress of Parents and Teachers, Ambler, Penn.), as chairman of the group, outlined briefly the organization of thirty years ago. A young mother in Georgia called together other young mothers to discuss the problems of childhood. In 1904, the small beginning had grown to the Congress of Mothers whose ultimate aim was to establish Parent-Teacher Associations.

Mrs. Edward C. Mason (vice-president, National Congress of Parents and Teachers, U.S.A.) spoke on "The Need for Home and School Co-operation." The home and school are the foundation of a child's life. We want all children to take care of their bodies and to protect them, to respect the rights of others and to choose careers suitable to their individualities.

Mrs. Becker (executive secretary, Ontario Federation of Home and School Associations, Toronto) based her remarks on the "eternal triangle": the parent, the school and the child. The newer development of this age must be met by the children, and parents as well as teachers are responsible for the promotion of education.

Miss Tsoa, of China, told how groups of parents are working together in the interests of their children and their schools.

Mrs. Lefroy (Parents' Education Union, London, England) outlined a study course carried on for parents and children through correspondence and loan libraries.

Mrs. Beers, Hawaii, described work being done for mothers through free lessons in pre-natal care, sewing, diet and the preparation of food.

Mrs. Walter H. Buhlig (president, Illinois Congress of Parents and Teachers) discussed the movement as it affected the home. Parenthood is worthy of recognition as a profession and men and women should be trained for it. The training of children is the responsibility of the home, the school

and community contributing their share. The home should be the centre for teaching observance of the laws of health, society and citizenship. There is a tendency to place the responsibility of the child's education wholly on the school. To assist the parent, study groups are valuable—reading courses, special classes, for spiritual and religious training where the fundamentals of the deeper virtues are stressed. Parents must set a good example since a child reflects his environment.

Miss Murphy (Elizabeth McCormick Memorial Fund, Chicago) stated that the health problem is not in the hands of the children but in the hands of the parent. Teachers may teach health habits of which the parents are uninformed. The Parent-Teacher Association must bridge the gap between information and application. The importance of the home in the early years of development was stressed. Supervised playgrounds are excellent in their place, but cannot compare with the individuality of ideas built up in the properly planned playground of the home.

Mrs. Neton Magwood (president of Toronto City Council of the Home and School Association) presented an outline of the activities of the Association in Toronto. Organized eleven years ago, the work has grown in favour with teachers, principals and the Board of Education; requests for new clubs now coming from the school staff. Ten new clubs were formed in 1926.

In the joint meeting of the Parent Training and Parent-Teacher groups Dr. W. E. Blatz (University of Toronto, Toronto) discussed the factors influencing the character of the child. If the code of convention surrounding the child is fairly rigid, how can one believe behaviour to be due to heredity

and how can one account for different attitudes in different children of one family? From birth, influences brought to bear on the child will explain individual difference except for the factor of intelligence, since the individual is born with a certain intellect which cannot be raised or taken away.

Aside from heredity there are many factors in the home and community in which the child grows up, which will explain his character. Among the most important are the economic factor, the personality, and the atmosphere of the home.

The economic factor often not only means insufficient nourishment but a restriction of emotions, a lack of recreation of parents, and child, and over-crowding day and night with disturbed privacy, thus denying delicacy of habits. Again, circumstances may cause irksome economy with enjoyment of food, toys and pleasures sized up as a matter of budget.

Miss Mary E. Murphy (Elizabeth McCormick Memorial Fund, Chicago, U.S.A.), spoke on "Methods of Educating Mothers in the Health Care of Young Children." In the training of parents there is no crystallized method of education. There is definite need for constructive teaching in the development of the child in proper habits of hygiene, in prevention of disease, in play, and in the emotional and social life.

Methods used are formal and informal, each having an important place. In the formal method, group teaching helps parents to realize their problems and the discussion of common and personal experience gives gratifying results, while the informal method often accomplishes through survey and participation what formal teaching fails to convey.

—Taken from The Canadian Nurse.



Trustees' Section

PROGRESS OR ???

The Difficulties and Opportunities of the Convention

(By N. G. Collier, Minnedosa)

Is Manitoba to retain her proud position as leader of Western thought and progress?

The greatest of the New Provinces born of Confederation, and yet the least—we have in the past endeavoured to emulate the example of those wonderful old Pioneers who by their lives and efforts gave us our great heritage. But whereas the work of their day was largely manual the demand of the twentieth century is for knowledge both theoretical and technical. It is only by keeping abreast of the times in matters educational, by giving our children just a little more than we can comfortably afford, that we can keep ourselves in countenance with those great men who laid the foundations of our prosperity in the face of difficulties before which the bravest might quail.

The answer to this question lies very largely in the work of the Trustees Convention to which the Government looks for inspiration and support. It is an unfortunate fact that the Trustee body of the Province does not realise its responsibilities in this respect, only one school board in five takes the trouble to be represented at the Annual Convention of Trustees.

Each year sees a flood of new delegates to the convention and it is not until they reach the meeting that the difficulties of new men begin to present themselves.

The election of the executive is particularly awkward, the selecting and voting for men many of whom to

the newcomer are nothing but names and of whose ability or fitness for office he has no personal knowledge. There is room on the Council for the idealist, the enthusiast, the dreamer, be he ever so extravagant in his outlook, for the dreams of today are the realities of the morrow. The difficulty is to eliminate the typical "office seeker" so common to and valueless in public life.

Perhaps the greatest difficulty which a delegate experiences is in getting the right perspective from which to vote on the Resolutions which are considered. It is a temptation to allow local conditions and personal advantages to triumph, but if the value of a resolution is considered from the angle of its value to the children of the Province and its benefit to Posterity only the results of our work will be our claim to the gratitude of the generations to come.

At the coming Convention (Feb. 29) the whole question of the Status of Education will probably be raised with a view to financing the schools entirely from the Consolidated Fund instead of through the Municipalities as at present.

Today 95% of the cost of education is paid by real property and it is felt by many that only by broadening the basis of taxation to include all who have the ability to pay that we can secure an equal education for all classes of the community.

Under such a scheme the existing Consolidated School Districts could be filled out so that they would be run to their full capacity. The one roomed schools under group inspection as sug-

gested by Prof. Pitman, would then be on a footing almost equal to their larger neighbours while retaining their individuality and independence at a small increase in running expenses.

News and Gossip

Dauphin Normal Notes

During November our activities consisted mainly of literary programmes every Friday. On Nov. 4, the programme was a musical one, the composer studied being Ethelbert Nevin. A brief sketch of Nevin's life and works was followed by piano and vocal solos, the selections being taken from Nevin's works.

On Nov. 11, a mock trial was held to decide a charge against one of our respected Normalites. Mr. Eric Archibald was unfortunate enough to shove his head through one of the windows, and was immediately charged with attempted suicide. The case was conducted by Judge Farenhurst, and the prisoner was found guilty. His sentence was a very severe one, and we fear that Mr. Archibald will never fully recover from the shock—"The accused must take every Normal girl to the theatre before Christmas."

On Nov. 25, we held our usual Literary meeting, and in the evening we enjoyed a sleigh-ride to the home of one of our Normalites. Here we enjoyed games, contests, and dancing, and the party ended with a delightful lunch. We all arrived home safely, and feel none the worse for our few hours of farm life. In fact, most of us would welcome another such sleighing party before Christmas.

The main item of the Literary meeting on December 2nd, was a debate—"Resolved, that the Provincial Government should abolish all local school boards and themselves enact the duties at present assigned to them." The decision was in favor of the affirmative.

Inspector E. D. Parker, of Winnipeg, spent a few days with us and gave us some very helpful lectures of general use to teachers.

Miss E. G. Muma, instructor in Health Education from the Provincial Board of Health, spent two weeks with us, and will continue her lectures after the Christmas holidays.

On December 20th, the Normal Class held their Christmas entertainment. After a programme, the main items being: selections from the orchestra, the reading of the Oracle, and a play entitled "The Play-goers," Santa Claus visited us. He had had several accidents on the way but managed to bring bags of candy for all and, with the aid of several of the Normal boys, to distribute the presents on the tree. It proved a very enjoyable evening for both teachers and students and a fitting close to this term of our Normal career.

On December 21st, we closed school and will not open until January 17th, as we all intend spending a week and a half in some country school.

Manitou Normal Notes

The session of 1927-28 of the Manitou Normal School opened with an attendance of fifty-two. Shortly after the opening the class was organized. The following members were elected:

President—Mr. A. Toews.

Vice-President—Mr. W. Mark.

Secretary—Miss M. Rutledge.

Treasurer—Miss E. Gordon.

Convener of Group A (literary)—Miss J. Montgomery.

Convener of Group B (literary)—
Mr. W. Fee.

At the beginning of the session the class was divided into three athletic teams, namely A, B, C. Each one competed against the other. On December 12th these teams competed in folk dancing, the winning group being C.

The literary society has its meetings every two weeks. The programme is put on one week by Group A and the

paper by Group B. The next meeting is vice versa. Several very successful meetings have been held and preparations are now being made for a Christmas tree and concert the night of closing for Christmas, at which the class are entertaining their landladies and escorts.

Mr. Gordon has been giving "Travel Talks" to the class which have been very interesting and beneficial. These are to be followed up when the whole class is in session again.

Selected Articles

THE ETHICS OF SCHOOL PUNISHMENTS

(Stanley Rowland, M.A.)

The last fifty years have seen considerable changes in the atmosphere of school life. In particular, the relations between master and pupil have not merely altered, but, in a way, have undergone a revolution. Instead of the boy being subject to the master, the master has become more and more subject to the boy; until, at the present day, the actual function of teaching is probably the least exacting of the many obligations that a schoolmaster's life entails. But while the personal relation of master to boy has thus changed and widened, the tradition of his penal authority—or even tyranny—has remained, in theory, comparatively unaltered; so that the general attitude of a boy to a master is still tinged with the idea of compulsion, which prevents him reacting with a mutual sense of personal obligation to the unlimited interest shown by the master in his welfare.

This being the case, it seems to me the time has come to review our whole theory of school punishments, and to attempt to bring it into line with the changed conditions of educational practice. These changed conditions by no means necessarily involve the abolition of punishment. Discipline

must always be an essential part of education; and the maintenance of discipline without punishment is, whether in school or out, a power possessed only by the exceptional few. For the majority of schoolmasters punishment will continue to be one of the normal auxiliaries of discipline; and that makes it all the more important that we should periodically examine in the light of current changes the principles that govern our penal methods.

The ethics and principles of punishment, in school, and in the world outside, differ, for two reasons. First, the young do not hold or appreciate the same mental and moral values as the adult. Secondly, though the basis of law as a protection of the community collectively may find its parallel in schools in the case of serious moral obliquity, the other basis of law, as securing the rights of the individual, has, or should have little place there; for boys' conduct to one another must be founded on a sense of honour, not on legal penalties.

The offences against the community, referred to as "serious moral obliquity," are of two kinds, immorality and thieving. These, if incipient or casual, can be cured by personal influence, but not

by punishment, which only too easily turns a thoughtless delinquent into a callous and crafty wrongdoer. The existence of either of these evils in an advanced or seemingly engrained form is a situation beyond the power of school or headmaster to cope with, and can only be met by expulsion.

The principle, once held, of adopting the *mis-en-scène* of a public execution, and preceding expulsion by public flogging and disgrace, as a terrible warning and deterrent to the rest of the school, is one that need hardly be refuted at the present day. Its deterrent effect was negligible, or if attained, was attained by wrong means and to the detriment of the school's moral perspective. While, as regards the offender, the right to inflict such a stigma on a boy is one which few headmasters of to-day would countenance. If the offender be so inveterate as to necessitate expulsion, his removal should be arranged as privately as possible, the situation being simply this: the headmaster finding it beyond his power to reform the boy, and judging it detrimental to the school to retain him, cancels his engagement with the boy's parents, and returns him to their charge. This should be the limit of his action. He has no right to add in any way to the difficulties that will in the future beset the unfortunate parents and the, possibly, equally unfortunate boy.

If the cause of expulsion be theft, it must be thieving of a hopeless and incurable kind, denoting utter moral deficiency in the boy's character in this relation. That there are such cases every schoolmaster experience knows; and he also knows how incurable they are. The only course the headmaster can take is expulsion. He must protect the rest of the school and safeguard it from corrupting influence. Such cases, however, are of rare occurrence, averaging probably not more than one in three to five years in most schools. The form of thieving that has more commonly to be dealt with is the occasional, the result of some im-

mediate temptation. This kind of thieving links up with the majority of more or less moral delinquencies of schoolboys; and before suggesting any alternative treatment to that commonly adopted, it is desirable to clear the ground by first discussing the general principles that should govern the handling of all such moral offences.

In former times the cane was the recognized penal instrument for all school offences. "Spare the rod, spoil the child" was the schoolmaster's unquestioned text. Nowadays the pendulum has swung round; many people regard caning as a relic of barbarism, and favour its entire abolition. I believe this to be a mistake, and that the discrediting of the cane is due to a misunderstanding of its proper function. The cane is a sound and serviceable means of punishment; but its justification depends entirely on how and when it is used. The idea that caning is a brutalizing proceeding, and that it tends to destroy the self-respect of both parties to it, is either sheer sentimentality, or is due to the by no means uncommon mis-application of the principle that should govern caning.

Exceptions can discredit any principle; and it is quite true that there are certain boys who should never be caned, and, likewise, there are certain masters who should never cane. In all education temperament must be taken into account. But the cardinal error in the matter of caning is its reservation mainly for moral offences. It is precisely here that the charge of brutalization, and the danger of destroying a boy's self-respect are most likely to be realized. A boy has yielded to temptation; he has, if only temporarily, descended a stage morally; and there is no external power on earth that can force him back to his previous moral standpoint. He alone can retrace his steps.

The effect of a caning on a boy who has committed a moral offence is nearly always hardening. If a man can so lose his sense of value as to consider

he can estimate and rectify a dishonourable deed by the physical application on the offender of so many strokes of the rod, can we be surprised if the boy fails to recognize his ameliorative intentions? The only conclusion the culprit can draw (if he draws any) is that in some mysterious manner (recognized by adults, but a puzzle to him) he has, by suffering physical pain, atoned for his moral misdeemeanour.

Some headmasters, while allowing to their staff free use of the cane on all other counts, reserve for their own consideration such offences as constitute a breach of morals or honour. This is a sound practice, and throws the heavy responsibility of saving a boy's character on the man who by his position and experience should best be able to meet it. If the school is larger than it ought to be, and the headmaster's knowledge of the individual character of his boys is inadequate, he may have to supplement it by conferring with the boy's housemaster or form-master. But whatever measures are taken, it is only fair to the boy, as well as being the policy most likely to achieve good result, that the matter be treated with a minimum of publicity. With no common index to circumstance and character, it is obviously not possible to lay down precise positive methods of dealing with moral offences, any more in school than in the world outside. The general question will be discussed later. All that I maintain here is that caning is generally the worst remedy in such cases.

The moral sphere is, however, the only sphere (under our present school system) in which I deprecate the use of the cane. In fact, where schools are ruled by punishment, as most schools still are, I believe it to be the most efficient means of coping with the normal schoolboy's mischievousness. It is short, sharp, and soon over; and it therein corresponds with the majority of school misdeeds. The average boy has little malice aforethought, and little malice afterthought (provided the mas-

ter treats the matter in the same casual spirit); he does something he should not do, or he has left undone something he should have done; he has a sportsman's sense; he has staked the hazard, lost, and must take the consequences. Perhaps, better luck next time; it's all in the game. Most other punishments are mentally demoralizing through their futility, or temperamentally demoralizing through their postponement, or both. I often think that if modern invention could devise a means of testing the actual effect of various punishments, there would be some very startling revelations.

As a matter of fact the influence of an outworn educational tradition in the matter of punishment is far too prevalent under the changed conditions of our schools. And, though in discussing our existing system of punishment I have dwelt on the advantages of the cane over other methods, I, personally, have a strong bias in favour of a non-penal basis of education. Put briefly the case for it is this: there is an entire change in the atmosphere of the class-room; the boys are put in a right relation to their work, and to their teacher; the work of the enthusiastic boys gains much from this new and healthier attitude; the idlers at worst slack just as before, or at best are influenced by a general feeling of "good form" and common decency to exert themselves; while the "square peg in a round hole"—in other words, the boy who has energy and talents of a kind but mentally unsuited to academic class-work—escapes the embitterment and demoralization of continual punishment.

In the course of over thirty years experience I have seen many methods in various schools. I once worked in a Lancashire grammar school for six years under a detention system; this was then abolished, and for another six years I continued in the same school under its non-detention régime; and it was the universal opinion that the innovation was a success.

Of course, schools and circumstances vary, and it is only fair to state that

the said school had a good tradition of work behind it. But the fact remains that punishment very easily becomes a habit both to the master and to the boy, and once it becomes a matter of routine, its effectiveness is gone. I have recently come under the opposite experience, the introduction of a detention system into a school previously without it. As a novelty it has undoubtedly proved effective; but it is now rapidly developing its quota of regular clients, masters and boys reciprocally, the latter tending to regard it as a normal addition to their school hours of boredom.

As a boy gets older, the question of punishment in general, and of caning in particular, assumes a different aspect. An older boy's misdeeds can no longer be attributed to irresponsible mischievousness, and therefore the light-hearted application of the cane ceases to be a consequent remedy. And, as I regard it as an abuse of the cane to employ it for any but superficial offences, so I maintain that its general use should be limited to boys below the age of puberty, and should cease when they emerge into the sphere of responsible rational being.

Incurable and dangerous moral delinquents must, as I have said, be expelled. For the rest, I consider that in the upper part of a school the boy's attitude to his work and to the function of the teacher, and the teacher's attitude to the boy and his work, should cease to be regulated by the principle of compulsion, and should be placed on the normal business footing of personal and contractual obligation that holds in the world outside.

By the time a boy has reached the upper school, he has passed the turning point, and is definitely looking from boyhood to manhood; and it is within his power to apprehend, and it is an important part of his education that he should be led to grasp the business and personal obligation which his position involves. This seems to me the only natural and healthy corollary of the comparative freedom and individual

day a teacher is regarded not so much as a master of his pupils, but as one placed at their service, to give of himself all that he can in helping them and furthering their welfare. To continue the old effete tradition, and to attempt to combine the system of compulsion with the modern idea of the teacher's unlimited service is grossly unfair to the schoolmaster, and places him in a false position in the boys', and, often, their parents' eyes. To give of their best, as most schoolmasters of to-day do, and then to have to force its acceptance, is gall to the giver's spirit, and promotes little stimulating gratitude in the mind of the receiver.

I maintain that the working efficiency of, at any rate, the upper part of our schools should rest not on compulsion, but on the establishment of a tradition of mutual obligation between master and pupil. When a boy has reached the age of reason, compulsion is mutually degrading to master and boy and, under modern conditions, ought to be abolished. This, no doubt, will be hotly contested by the old type of efficient disciplinarian, who will maintain that it is an essential, however disagreeable, part of his duty to force the slacker to work. But, in the upper part of the school, the inveterate idler is in a very small minority; and, if he has not found the value of school work by that time, no amount of compulsion will change his attitude; and without change of attitude, no useful result can be obtained; and finally, the only right atmosphere and attitude to work of the whole upper school should not be sacrificed to the exigencies of this recalcitrant minority.

Moreover, I believe that under such new conditions idling in the upper school would come to be regarded by the boys themselves as a foolish sacrifice of their own interests. And, should there still occur cases of boys who persist in wasting their time, and who are doing no good either to themselves or to the school, it should be considered the headmaster's duty frankly to state the fact to their parents, and to suggest their removal.

responsibility which is the keynote of modern school life.

Under the old-fashioned system of compulsion a master was master: he ruled his class; he was recognized as a taskmaster, who fulfilled his function by insisting on the accomplishment of certain set tasks, at no excessive expense of energy on his part once he had attained efficiency in the routine and discipline required. At the present

Lastly, the question of occasional theft, and sundry social offences, to which I promised further reference, introduces the subject of internal jurisdiction. Many schools allow their prefects authority to punish both by means of impositions and with the cane. The latter authority is open to grave objection and possibilities of abuse, and should be abolished. The former is a subsidiary aspect of the whole question of jurisdiction, and if it proves one of the necessary means of securing that jurisdiction it must be retained.

A school is a society; and I believe that the majority of social offences can best be dealt with by the society; and the tradition of social behaviour thus

established may become the most valuable part of a boy's education. The prefectorial, or monitorial, system owed its inception to this idea. But the power of the prefect is too individual and autocratic for liberal jurisdiction. Prefects are a serviceable means of relieving the schoolmaster of the minor duties of supervision in the building, in the matter of general orderliness and observance of necessary rules. But, for the larger purposes of creating and maintaining a sound tradition of social conduct, there should be established in every school a representative assembly, composed, naturally, mainly of the prefects and monitors, but including also representatives from the rest of the school.

The establishment of this collective school authority will no doubt present initial difficulties, and it may take a generation or two for the school to acquire the new orientation of outlook necessary for its complete success. But I firmly believe that the experiment will justify itself, and that this definite recognition of the school's responsibility for its own social behaviour will prove a more successful and salutary system than the present one, which confesses its failure again and again.

ONE WAY OF REDUCING TARDINESS

(Roland A. Welch and Emmet Corrigan)

Hutchins Intermediate School, Detroit, Michigan

Non-attendance and tardiness are two problems in the average school entitled to more attention than they generally receive. Our school efficiency must be reduced by something like 10 per cent. if the average attendance of all the schools in the United States is not more than 90 per cent. This is only part of the loss from absence; the further cost must be estimated. The loss due to tardiness is less tangible and can only be estimated at the present time. Perhaps it would be fair to say that tardiness reflects individual habits and characteristics as

well as an attitude toward the school in general. While we cannot say that tardiness makes poor pupils, the records show that pupils who are habitually tardy generally do poor academic work. The cause and the effect here are difficult to determine.

One of the most important habits that a child can learn is that of punctuality. This is an essential virtue and is necessary for success in any endeavor. During the first four months of 1926 the Hutchins Intermediate School, Detroit, made a careful study of tardiness. The object of the study

for the first month was primarily to gather data relative to tardiness. During the last three months of this period a campaign was waged against tardiness, and the study was continued. Throughout the study and the campaign which followed, the idea of punishment as a cure for tardiness was absent. Punishment has never produced a lasting influence on any group. We believed that, to make real progress, the educational thought must be in the foreground.

The Hutchins Intermediate School enrolls about twenty-four hundred pupils. For the most part, these pupils live in the better section of Detroit. Before the program was set up, we gave special attention to the possible excuses for tardiness that might be offered. We assumed that a large percentage of the excuses would be valid. While we might have "57" varieties of excuses, we chose four which we believed at that time, and have since demonstrated, would include all cases if they were properly analyzed. The advantage of this type of classification is that some thought is necessary in diagnosing an excuse. Growth is quite certain to come if thought on the subject is aroused. The following is the classification used: (1) tardiness due to carelessness on the part of pupil, (2) tardiness due to pupil being detained by parent, (3) tardiness due to outside force over which pupil or parent had no control (car delay, inclement weather, etc.), (4) tardiness due to illness of pupil.

For four months all the pupils entering the building late were directed to a room where they were interviewed. Approximately 4 per cent. of the pupils had been tardy each morning. The first morning the excuses were checked, about 10 per cent. of the excuses fell in Classes 3 and 4. The remaining 90 per cent. of the excuses did not come under our classification as the children saw them. Some of the excuses were as follows: (1) started late, (2) went back for something, (3) overslept, (4) loitered, (5) went to store, (6) waited

for friend, (7) clock slow, (8) no reason. After this type of information had been secured for two weeks, each tardy pupil was handed a slip with a blank for his name and the four excuses given. We talked with a few of the pupils each morning. They readily saw that many of the excuses were only cases of carelessness, and they were willing to list them as such. We also found that one-twentieth of the school was contributing one-half of the tardiness. In no case was a child asked to classify his reason for tardiness against his wishes. If he felt that his case could not be classified under the four headings, he was allowed to write his reason in a blank space provided for that purpose.

A point was made, and always should be, of distinguishing between reason and excuse for tardiness as well as absence. Children, like adults, often find it difficult to get to the bottom of a problem that demands some thought. We are all inclined to see the proximate or immediately preceding cause. These are viewed as excuses. The primary cause of the tardiness, which would of necessity come under one of the four headings, was termed the real reason. The children quickly sensed the difference, and a little thought made what they termed a valid excuse really a case of carelessness. The 80 per cent. of tardiness under the first two headings gradually yielded to education. This amount was, for the most part, unjustified tardiness. The children were very careful in placing the tardiness in Class 2. The parents who were listed as detaining their children were asked to come to the school or were questioned over the telephone. Perhaps the fact that the slips were filed by name in what appeared to be a voluminous record may have had a salutary effect in making the children realize the importance of the situation. If the weather was inclement or if the cars were delayed, no particular point was made of the tardiness. Neither was sickness questioned, nor can it be when neither a nurse nor a doctor is available in the school. With nothing

Table I.

Average Number and Percentage of Pupils Tardy Each Day		
	Average Number of Pupils	Percentage of Pupils
First week	96	4
Sixth week	48	2
Twelfth week	12	0.5

done other than to ask the children to classify their excuses scientifically, the tardiness at the end of six weeks had been reduced 50 per cent. During the next month lessons regarding tardiness were taken up in the home rooms. Plays were given in the auditorium showing the types of excuses offered. At the end of six weeks of work the tardiness had been reduced materially and continued to decline gradually for the next two months.

Table I shows that at the end of three months tardiness had been reduced from 4 per cent., or ninety-six pupils a day to 0.5 per cent, or twelve pupils a day. The matter was not pushed to an extreme degree with the pupils. Only a record consistent with safety and happiness was desired. Our guiding principle was education, not force.

The following is one type of mimeographed lesson used in the home rooms.

Tardiness

Tardiness on a dark morning—Why did we have fifty-three pupils tardy on Friday, March 19, and only seventy-three pupils tardy on the other four

days of the week? The fifty-three tardy pupils gave the following reasons, and we will leave it to your judgment whether they are valid excuses.

“I got up late.”

“Breakfast was late.”

“The alarm did not go off.”

“I did not hear the alarm.”

“I was not called.”

“I started the same time as usual”
(the excuse most frequently given).

On dark mornings it always seems earlier than it really is. Therefore, it would be a good plan on such a morning for every boy and girl to look at the clock and get the exact time of day. Then allow from five to ten minutes more than usual for delays that are occasioned by dark, rainy mornings. Can you think of any other reasons why pupils are tardy on a dark day?

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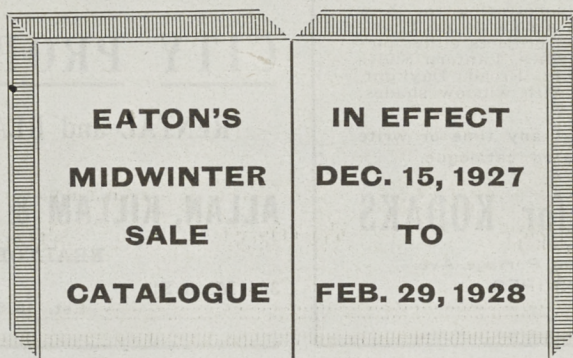
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